Applicant Details

First Name Langie
Last Name Cadesca
Citizenship Status U. S. Citizen

Email Address <u>cadesca.l@northeastern.edu</u>

Address Address

Street

1085 Dorchester Ave, Unit 2

City Boston

State/Territory Massachusetts

Zip 02125

Contact Phone

Number

7183718632

Applicant Education

BA/BS From State University of New York-Albany

Date of BA/BS May 2019

JD/LLB From Northeastern University School of Law

http://www.nalplawschoolsonline.org/

ndlsdir_search_results.asp?lscd=12205&yr=2013

Date of JD/LLB May 17, 2024

Class Rank School does not rank

Law Review/

Journal

Yes

Journal(s) Northeastern University Law Review

Moot Court No

Experience

Bar Admission

Prior Judicial Experience

Judicial

Internships/ No

Externships

Post-graduate

Judicial Law No

Clerk

Specialized Work Experience

Recommenders

Medwed, Daniel d.medwed@northeastern.edu Gott, Irina i.gott@northeastern.edu 617-373-6341 Bloom, Elizabeth e.bloom@northeastern.edu

This applicant has certified that all data entered in this profile and any application documents are true and correct.

Langie Cadesca

Boston, MA 02125 \cdot (718)-371-8632 \cdot cadesca.1@northeastern.edu

June 19, 2023

Dear Judge Chin:

I am writing to express my strong interest in serving as a judicial clerk under your esteemed guidance. I am a third-year law student at Northeastern University School of Law with a passion for justice and a demonstrated commitment to legal excellence. I am confident that my experiences and qualifications align with the responsibilities of a judicial clerk.

As an African American woman, my experiences with the judiciary have not always been reflective of justice. I have identified the importance of an intentional approach to the bench. It is pivotal to approach the bench with determination and fervor to provide individuals and communities with outcomes that are based in a fairness and equity. It is my belief that the role of a judicial clerk is to willingly engage in the exercise of critical thinking and research to help further justice. This engagement in legal matters allows the judiciary to render opinions that can be responsible for and to all citizens.

Through my academic and extracurricular pursuits, including as the Editor-in-Chief of the *Northeastern University Law Review*, and Co-President of the Black Law Students Association, I honed my ability to think critically, research legal issues, foster inclusivity in various spaces. I regularly engage these skills while managing a diverse team of students. In addition, I currently have the opportunity to work as a Summer Associate at Foley Hoag LLP, this experience has exposed me to a wide range of legal matters and has improved my ability to analyze complex legal issues and communicate them effectively in writing. The exposure to several different areas of law has improved my flexibility and adaptability when approaching unfamiliar legal doctrines.

I have actively engaged in activities that enhanced my legal acumen and leadership skills. I believe that these skills, along with my strong work ethic and dedication to excellence, will allow me to serve as a successful clerk within your chambers. Additionally, it is my belief that clerking will provide me with an opportunity to continue my growth and development as a thinker, scholar, and attorney.

Judge Chin, I would be honored to contribute my skills, passion, and work ethic to your chambers, and I am eager to learn from your extensive knowledge and experience. Thank you for considering my application. I would be delighted to provide any additional information at your request.

Sincerely,

Langie Cadesca

Langie Cadesca

Boston, MA 02125 · (718)-371-8632 · cadesca.l@northeastern.edu

EDUCATION

Northeastern University School of Law, Boston, MA

Juris Doctor Candidate, May 2024

Honors: All High Honors and Honors

Northeastern University Law Review, Editor-in-Chief (2023 - 2024), Associate Editor (2022 - 2023)

Activities: Evidence, Teaching Assistant (2023 – 2024); Black Law Students Association, Co-President (2022 – 2023), 1L President (2021–2022); Northeast Region Black Law Students Association, Secretary (2022 – 2023); Legal Skills in the Social Context, Lawyering Fellow (2022 – 2023), Lawyering Fellow Teaching Assistant (2022 – 2023)

<u>1L Social Justice Project</u>: Researched data of child-welfare involved youth in Hampden County to support Citizens for Juvenile Justice's investigation and advocacy efforts.

University at Albany, State University of New York, Albany, New York

B.A. in Criminal Justice, May 2019

Honors: SUNY Chancellor Award Recipient; Spellman NIA ALANA Award; Outstanding Senior Award

Activities: Student Commencement Speaker; Student Government Association, President; Residential Assistant

PROFESSIONAL EXPERIENCE

Legal Aid Society: Wrongful Convictions Unit, New York, NY

August 2023 - September 2023

Legal Intern

• Responsibilities will include drafting motions to set aside a judgement, advocacy letters, and affidavits of witnesses to reinvestigate wrongful conviction cases.

Foley Hoag LLP, Boston, MA; New York, NY

May 2023 – August 2023; May 2022 – August 2022

Summer Associate

• Drafted memoranda related to tender offers under Section 14(e) of the Securities Exchange Act, the application of strict scrutiny to statutes restricting abortion, and the safe harbor provision of the Digital Millennium Copyright Act as applied to internet service providers.

ezCater, Boston, MA

August 2022 – September 2022

Legal Intern

- Conducted legal research on FTC advertising regulations, WCAG/ADA Accessibility Guideline, and state laws
 regarding service of process for third-party subpoenas.
- Compiled written summaries of all findings and legal analysis to discuss with inhouse team and external company departments.

NYS Democratic Majority Conference, New York, New York

June 2019 – August 2021

Administrative Assistant

- Scheduled meetings and coordinated event logistics for 40 Senate members, serving as initial contact for general NYC Senate Office.
- Served as the liaison between the Senate, building management, and security to facilitate daily operations.

NYS Senator Jesse Hamilton's Office, Albany, New York

January 2017 - May 2017

Legislative Assistant

• Gathered data on the Flatbush district of Brooklyn regarding criminal justice, housing policies, and constituents' relations to draft new legislation to benefit the community.

VOLUNTEER EXPERIENCE

Center for Law and Justice, Albany, New York

August 2018 - May 2019

Volunteer

- Constructed a re-entry manual that provided resources to formerly incarcerated individuals.
- Attended community events, connected with local constituents, and organized the office space.

LANGUAGES AND INTERESTS

Languages: Haitian Creole (native), English (native)

Interests: Singing, hairstyling



Northeastern University School of Law Grading and Evaluation System

A global leader in experiential learning for over 50 years, Northeastern University School of Law ("<u>NUSL</u>") integrates academics with practical skills as its core educational philosophy. To fulfill NUSL graduation requirements, law students must earn at least 83 academic credits and complete at least three terms of full-time, law-related work through "co-op," our unique Cooperative Legal Education Program.

Consonant with the word "cooperative," NUSL cultivates an atmosphere of cooperation and mutual respect, exemplified in our course evaluation system. NUSL faculty provide detailed feedback to students through narrative evaluations, designed to prepare law students for the practice of law. The narrative evaluations examine law student written work product, contributions to class discussions, results of examinations, specific strengths and weaknesses, and overall engagement in the course. Faculty also award the student a grade in each course, using the following categories:

- High Honors
- Honors
- Pass
- Marginal Pass
- Fail

A small number of courses are evaluated using a Credit/No Credit evaluation system, instead of a grade. NUSL does not provide GPAs or class ranks.

NUSL transcripts include the following information:

- The course name, grade received, and number credits earned;
- The faculty's narrative evaluation for the course; and
- All co-ops completed, and the evaluations provided by the co-op employer.

"In progress" notations on a transcript indicate that a student has not yet received an evaluation from faculty for a particular course.

During the Spring 2020 semester, due to the COVID-19 pandemic, all courses were subject to mandatory "Credit" or "Fail" evaluations, except for year-long courses LAW 6160 and 6165.

NORTHEASTERN UNIVERSITY

Northeastern University Registrar

Office of the University Registrar

230-271 360 Hunti

360 Huntington Avenue Boston, MA 02115-5000

email: transcripts@northeastern.edu

web: http://www.northeastern.edu/registrar/

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AW 7443 Profe	essional Responsibility : Amendment	3.00 H	0.000
LAW 7475 First	: Amendment	3.00 HH	0.000
LAW 7675 Info	mation Privacy Law	3.00 HH	0.000
AW 7937 Teach	ning Assistant	2.00 HH	0.000
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Rebecca/Hunter

Assoc VP & University Registrar

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Page:

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 25281

Course Title: Law Practice Management

Course ID: LAW 7614

Credits: 3

Term: Spring 2023 Law Semester

Instructor : Lingos, Sofia
Grade: High Honors

Course Description:

This course challenges conventional law practice management by exploring means of methods of filling the market gap in the provision of legal services to middle class clients. Students will investigate and document ways to use improved marketing techniques, staffing patterns, technological innovations and a variety of other tools to provide legal services to underserved portions of the market in a sustainable and economically viable fashion. Students will conduct independent research to develop a law firm business plan; exploring a practice area of particular interest to them. This course is not solely geared toward the entrepreneurial attorney, but rather will assist anyone in the development of skills to bridge-the-gap between their theoretical education and its practical application to the practice of law.

Performance Highlights:

- Langie worked with a partner to develop a law firm business plan to provide legal services to online entities.
- She included a thorough needs assessment that supported her detailed plan for operations.
- She displayed a keen understanding of the clients she seeks to serve.
- She was a valuable and frequent class contributor.
- She did an excellent job in this course. I have no doubt that she will make a valuable contribution to our legal profession.

Date: 6.2.2023 9:16PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 25281

Course Title: First Amendment

Course ID: LAW 7475

Credits: 3

Term: Spring 2023 Law Semester

Instructor: Miller, Jonathan Grade: High Honors

Course Description:

This course examines several rights protected by the First Amendment to the Constitution. The focus is on the principles and processes developed by the judiciary to protect various forms of speech, expression and association. The course does NOT deal with the free exercise of religion or the establishment clause. The course also focuses on integrating doctrine with the core values of the First Amendment as well as emphasizing the need for students to develop their own preferred approach to protecting free expression. The course does not, except tangentially, deal with other parts of the Bill of Rights.

Performance Highlights:

In this First Amendment course, students were evaluated based on their performance on an essay-based final examination as well as their participation in class discussions. In class, students were asked to present cases and analyze issues, both in large and small groups, on a regular basis. Students also developed an understanding of materials through mandatory practice questions and an ungraded mid-term examination.

In the course syllabus, three learning outcomes were identified as particularly important for assessing student performance in this course. The first was "Knowing and Understanding the Law." In respect to this learning outcome, Langie's exam and class participation showed a very strong knowledge and mastery of the substantive rules of the First Amendment. With respect to the second learning outcome, "Ability to Analyze, Reason and Solve Problems," in many instances, Langie was able to apply substantive knowledge of the rules to particular factual scenarios to advocate effectively for particular legal outcomes. Langie was also able to justify legal conclusions with a combination of facts and law effectively. On the third learning outcome, "Effective Communication," Langie demonstrated through the exam as well as through practice questions and a mid-term examination a strong ability to write clearly in the objective mode and persuasively in the advocacy mode.

Langie received one of the highest scores for the final examination.

Date: 5.28.2023 10:11PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 25281

Course Title: Professional Responsibility

Course ID: LAW 7443

Credits: 3

Term: Spring 2023 Law Semester

Instructor: Drew, Melinda F.

Grade: Honors

Course Description:

This course focuses on the legal, ethical and professional dilemmas encountered by lawyers. Emphasis is on justice as a product of the quality of life that society provides to people rather than merely the process that the legal system provides once a crime or breach of duty has occurred. The course also provides students with a working knowledge of the American Bar Association's Model Rules of Professional Conduct and the Code of Professional Responsibility as well as an understanding of the underlying issues and a perspective within which to evaluate them. In addition, the course examines the distribution of legal services to poor and non-poor clients.

Performance Highlights:

Overall your work in this course has been very good and at times excellent. You wrote an excellent and thoughtful answer to an assigned problem involving a client committing fraud in applying for a bank loan. In it you demonstrated that you understand confidentiality and can skillfully analyze a problem that posed a confidentiality issue. When you were on call, you presented a thoughtful analysis and answered questions well.

Your performance on the midterm exam was fair while your performance on the final exam was excellent. It is clear that you worked to improve your exam-taking and you were successful. Your responses on your exams and in your memo showed that you know and understand the law governing lawyers' ethics, thus meeting the first learning outcome. Further, your written work shows that you are able to analyze and propose solutions to problems involving lawyers' ethics, thus meeting the second learning outcome.

Date: 5.28.2023 6:53PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 25281

Course Title: Social Welfare Law

Course ID: LAW 7358

Credits: 3

Term: Spring 2023 Law Semester

Instructor: Williams, Lucy A.

Grade: High Honors

Course Description:

This course examines American public assistance as a legal institution. After reviewing the historical, sociological and juridical roots of the welfare system, students examine the laws governing major assistance programs, especially eligibility requirements, rules governing grant determination, work and family rules, and procedural rights. Primary emphasis is on statutory and regulatory construction. The course explores methods by which lawyers can deal with the system: advocacy in the administrative process, litigation, legislative reform and representation of recipient organizations.

Performance Highlights:

- You successfully grappled with the difficult concepts of entitlement, the privileging of waged work, and conditioning benefits on citizenship.
- You applied central theoretical concepts and incorporated secondary sources to deepen your analysis.
- You carefully parsed regulatory and statutory language in the context of social welfare law, programs, and policy.
- Your paper was very well written.
- This was an outstanding exam.

Date: 5.26.2023 1:22PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 25281

Course Title: Teaching Assistant

Course ID: LAW 7937

Credits: 2

Term: Spring 2023 Law Semester **Instructor:** Bloom, Elizabeth M.

Grade: High Honors

Course Description:

Working under the direct supervision of a full-time faculty member, an upper level student in good academic standing may serve as a teaching assistant for first year or upper level courses. Teaching assistants may be required to attend classes and complete all reading assignments. Other responsibilities may include, but are not limited to, conducting review sessions, classroom exercises or other forms of direct instruction; holding office hours or meetings with individual students taking the course; and assisting in the development of course materials and assessments. In addition, teaching assistants are expected to meet regularly with the professor.

Performance Highlights:

As Teaching Assistant for the Spring Seminar for Lawyering Fellows (LF), Langie partnered with me to support and help train upper level students serving as LFs for the social justice component of the Legal Skills in Social Context (LSSC) class for first-year law students. Both the students and I appreciated Langie's many wonderful contributions. In addition to helping plan class sessions and supporting the LFs inside and outside of our classroom space, Langie drafted materials to help orient 1Ls to the LSSC class. Langie was consistently self-reflective in the role of a mentor and leader, and was a pleasure to supervise.

Date: 5.24.2023 11:07AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 25281

Course Title: Information Privacy Law

Course ID: LAW 7675

Credits: 3

Term: Spring 2023 Law Semester

Instructor: Flaggert, Richard P.

Grade: High Honors

Course Description:

Information privacy law concerns the collection, use, and disclosure of personal information. This course will address the interrelated web of torts, statutes, crimes, contracts, property rules, administrative regulations, procedural rules, and constitutional provisions that implicate information privacy. Topics covered in this course include: the difficulty in conceptualizing privacy, justifications for protecting privacy, privacy and the press, conflicts between privacy and free speech, wiretapping and government surveillance, national and international data protection frameworks, privacy and social media, anonymity, and the rules for cross-border data flows.

Performance Highlights:

Course Description:

This course covered the full universe of concepts relating to information privacy law, including but not limited to tort, media, criminal, health, election, and the laws/regulatory schemes relating to financial and credit industries.

The collection and use of personal data has become increasingly important throughout society, from national security to commerce and from health care to finance. Coverage ranged from traditional philosophical and legal/foundational principles to privacy in the headlines: location tracking, social media data spills, police body cameras, hacking and identity theft, predictive analytics, and government surveillance are just a few examples.

In addition to knowledge of doctrinal rules, students studied, analyzed and debated the overarching policy questions in this dynamic area, the legally relevant questions to ask when assessing information practices, and some of the many nonlegal models of information governance. Students also received a broad of data privacy regulation in other countries, particularly the European Union and United Kingdom.

Performance Highlights:

- Achieved a comprehensive understanding of the legal framework of information privacy law, including the philosophical bases upon which such laws are based, and the contours of applicable Constitutional Law concepts, including in particular first, fourth, and fifth amendment concepts.
- Exhibited a particular capability for placing privacy law concepts and analysis in a proper, real-world
- Clearly presented case concepts and broader theory and applied these to cross-context analyses.
- Evidenced a well-defined, efficient, and precise drafting style, both in problem set, in-class, and final exam contexts.
- Provided relevant and persuasive arguments both in favor of and against existing precedent, with properly-reasoned support for various positions.
- Regularly contributed to class discussion, and met new questions and theories with enthusiasm and aplomb.

Narrative

This course focused on three key outcomes underpinning a legal mastery of information privacy law, and the ability to examine, assess, and apply the law to real-world situations. These learning outcomes included: (i) demonstrating a comprehension of extant law and procedures; (ii) establishing proficiency in analysing situations and applying the law; and (iii) clearly and persuasively expressing your findings, conclusions, and recommendations, and raise the level of class discourse by communicating with and engaging with classmates and your professor on key issues.

In each regard, your performance this term was excellent. Your coursework and in-class participation demonstrated a sophisticated command of the privacy law and its related legal framework, you articulated well-reasoned opinions, and engaged dynamically with your fellow classmates and with your professor.

Of particular note was your willingness to engage meaningfully with your classmates, and to approach the nuance of difficult concepts with aplomb. You also demonstrated the ability to not only analyze legal situations and circumstances, but also to take the additional step of assessing societal risks and seek to find a maximally efficient solution to each issue. Your arguments, both in oral and written form, were persuasive and well-reasoned.

Date: 5.8.2023 9:51AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 24657

Course Title: Corporations
Course ID: LAW 7323

Credits: 4

Term: Fall 2022 Law Semester

Instructor: Danielsen, Dan

Grade: Honors

Course Description:

This course relates to the formation, financial structure, and governance of business enterprises, especially incorporated businesses. Partnerships, limited partnerships, limited liability companies and limited liability partnerships are also explored, principally as they compare to the corporate form. The topics studied include: rights of creditors to hold principals of the enterprise liable; distribution of control within the corporation; fiduciary duties of directors and officers; key aspects of the federal securities laws (including the regulation of insider trading and proxies); organic changes (such as mergers); shifts in control (such as takeovers and freeze-outs); and legal implications of the roles of corporations in society. The course introduces some of the specialized concepts explored in detail in courses on Securities Regulation and Corporate Finance.

Performance Highlights:

In your examination you were able to identify many of the issues raised and the legal doctrines applicable to resolving them.

In your exam, you endeavored to deliver your answers in manner addressed to the applicable client's needs.

Your short papers evidenced your ability to deliver helpful legal advice to clients on complex business problems.

Date: 2.7.2023 1:33AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 24657
Course Title: Evidence
Course ID: LAW 7332

Credits: 4

Term: Fall 2022 Law Semester
Instructor: Medwed, Daniel S.
Grade: High Honors

Course Description:

This course examines how courtroom lawyers use the evidence rules to present their cases—notably, rules regarding relevance, hearsay, impeachment, character, and experts. The approach to the study of evidence will be primarily through the "problem" method—that is, applying the provisions of the Federal Rules of Evidence to concrete courtroom situations. Theoretical issues will be explored as a way to deepen the student's appreciation of how the evidence rules can and ought to be used in litigation.

Performance Highlights:

- * Your final examination was well-organized
- * In terms of substance, your exam showed a commendable understanding of character evidence
- * I admired how you occasionally drew on case law to support your exam analysis
- * You did an excellent job during class discussion

Date: 1.27.2023 10:23AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 24657

Course Title: Mindfulness and the Law

Course ID: LAW 7983

Credits: 1

Term: Fall 2022 Law Semester **Instructor:** Knowles, Elizabeth M.

Grade: Credit

Course Description:

Mindfulness and the Law introduces students to the practice of mindfulness in the legal profession. The legal profession has recognized mindfulness as tool that can enhance the well-being of lawyers and improve the quality of lawyering. Mindfulness, being present in the moment with an attitude of non-judgment, heightens focus and equanimity—it sets the stage for meaningful communication and increased creativity. In this course, students explore the practice of mindfulness to become creative problem-solvers and effective, empathetic students and advocates. Students engage in various practices for cultivating self-compassion and present moment awareness. Students learn how to practice mindfulness to find joy and decrease stress in the practice of law. This course offers techniques for incorporating mindfulness principles into life as a law student, as well as how to apply the principles to thinking about and solving legal issues. It also introduces strategies for employing mindfulness to improve cross-cultural communication and to minimize the danger of implicit bias.

Performance Highlights:

Langie showed enthusiasm for learning the mindfulness principles covered in the course through consistent practices including journaling, meditation, and exploration of identity as a lawyer. Langie participated thoughtfully in class discussions as well as partner and group activities, and consistently made positive contributions to the class. Langie successfully satisfied all course requirements.

Date: 1.23.2023 5:46PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 24657

Course Title: LSSC Lawyering Fellow Seminar

Course ID: LAW 7928

Credits: 1

Term: Fall 2022 Law Semester **Instructor:** Bloom, Elizabeth M.

Grade: High Honors

Course Description:

Offers additional support and training for students serving as Lawyering Fellows for the social justice component of the Legal Skills in Social Context (LSSC) class for first-year law students. Explores social justice topics covered in LSSC in greater depth. Offers students an opportunity to obtain training in the skills necessary to facilitate discussions of those topics. Examines theories of effective collaboration and group development and introduces techniques for fostering successful team dynamics. Provides guidance on how to engage in effective critique and feedback and how to supervise students in their project work.

Performance Highlights:

This was a one-credit class designed to support the work of students in their role as a Lawyering Fellow (LF) for the Legal Skills in Social Context course for first-year students, and Langie's performance was excellent. An active participant in class discussions, she demonstrated a nuanced understanding of the systemic inequities created and reinforced by our legal system. She was also thoughtful about how best to facilitate first-year students' learning around these issues. Langie offered helpful insights — both in her discussion board posts and in class discussions — on creating an effective learning environment for students, cultivating a positive team dynamic, and managing conflict. She was consistently self-reflective in the role of a mentor and leader, and it was clear that she excelled in the role of LF in the classroom.

Date: 1.22.2023 4:25PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 24657

Course Title: LSSC Lawyering Fellow

Course ID: LAW 7931

Credits: 3

Term: Fall 2022 Law Semester

Instructor : Gott, Irina V.

Grade: High Honors

Course Description:

Assists LSSC faculty in all aspects of the first-year LSSC course. Working closely with a supervising faculty member, Lawyering Fellows provide critique and feedback on first-year students' written and oral work, create legal research plans, identify areas for field research, communicate with representatives from the partner organizations, and help to foster strong team dynamics and development.

Performance Highlights:

Langie served as the Lawyering Fellow for Law Office (LO) 2 for my Legal Skills in Social Context course during the fall semester. In that capacity, Langie helped coordinate and manage a social justice research project on behalf of the National Coalition Against Domestic Violence. Students were researching gun relinquishment provisions in the context of domestic violence protection orders, focusing on comparing various jurisdictions with different types of provisions. The ultimate project goal was to provide a helpful guide for advocates and pro se litigants that identifies strategies to persuade judges to include gun relinquishment provisions in protective orders and, ultimately, get guns out of the hands of abusers.

Langie's excellent work for LO 2 this fall demonstrates her great promise as an attorney. I greatly appreciated her professionalism, enthusiasm, organizational skills, and commitment to helping the students work successfully on this group project. My confidence in Langie was unwavering from the outset, and I immediately felt comfortable partnering with her to plan and facilitate each phase of the project. I was consistently impressed with Langie's confidence in the classroom and her ability to help lead challenging class discussions and provide sophisticated feedback on issues, such as non-neutrality of laws and social movement lawyering. She effectively coordinated and guided the efforts of the various research groups in the LO and helped shape an excellent team dynamic. She was proactive and instrumental in bringing guest speakers to the classroom, including a survivor as well as attorneys who gave students compelling and practical insights that ultimately enriched their research. Langie was also consistently in tune with the students' needs and would freely and professionally communicate her thoughts to help me maintain a positive dynamic and inclusive experience for all students in the classroom, particularly our students of color.

Her comprehensive feedback to students on work ranging from reflections on their critical perspectives readings to the group research memos and subgroup presentations demonstrated her strong writing and communication skills. Langie also went above and beyond and graciously met with a group in my other LO who was struggling a bit with data gathering and research. Langie was able to offer her own experiences with her LO project and helped guide the group in a helpful direction. Langie consistently demonstrated a strong work ethic and critical thinking skills in a way that clearly resonated with the students. The students respected her and appreciated her ability to balance her dual role as peer and mentor. I am confident that the foundation she laid with LO 2 will help lead them on a path to success with their project. I feel very fortunate to have had the opportunity to work with Langie this fall, particularly during my first semester leading an LSSC project at NUSL. She always stayed two steps ahead of me, was a joy to collaborate with and I learned a great deal from her.

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 24657

Course Title: Intellectual Property

Course ID: LAW 7369

Credits: 3

Term: Fall 2022 Law Semester
Instructor: Roberts, Alexandra

Grade: Honors

Course Description:

Introduces the classic principles of copyright, patent, trademark, and trade secret law and explores the ways in which those principles are shifting and adapting in response to new technology. In our modern day "information economy," the law of intellectual property has taken on enormous importance to both creators and users of intellectual creations. With permission of instructor, students may be able to take the course for an additional credit by completing a substantial paper or equivalent writing project (in addition to other course requirements) as required by the instructor.

Performance Highlights:

Langie, it was a pleasure having you in class. Your comments in class were thoughtful and astute and advanced the discussion in productive ways. You acquired broad and deep understanding of all areas of intellectual property law and demonstrated your ability to extract rules from statutory and case law and analyze key issues in copyright, trade secret, patent, and trademark law. Your final exam reflected your ability to identify the most important issues in complicated fact patterns, analyze them clearly and cogently, and provide additional advice to your client about affirmatively seeking protection for their IP, all while under time pressure. On the mid-semester copyright exercise, you demonstrated you could provide practical, client-oriented advice that considers legal risks and business needs as well as established doctrines. You showcased strong legal writing and analysis skills on all assessments.

Date: 1.6.2023 11:37PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 13485

Course Title: Constitutional Law

Course ID: LAW 6101

Credits: 4

Term: Spring 2022 Law Semester

Instructor: Paul, Jeremy R.

Grade: Honors

Course Description:

Studies the techniques of constitutional interpretation and some of the principal themes of constitutional law: federalism, separation of powers, public vs. private spheres, equality theory and rights analysis. The first part of the course is about the powers of government. The second part is an in-depth analysis of the 14th Amendment.

Performance Highlights:

You displayed a keen eye for focusing on key issues.

You demonstrated strong knowledge of constitutional doctrine across the course.

Your writing is clear and effective.

Date: 6.13.2022 10:12AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 13485
Course Title: Contracts
Course ID: LAW 6102

Credits: 5

Term: Spring 2022 Law Semester

Instructor: Phillips, David M.

Grade: Honors

Course Description:

This course examines the legal concepts governing consensual and promissory relationships, with emphasis on the historical development and institutional implementation of contract theory, its relationship and continuing adaptation to the needs and practice of commerce, and its serviceability in a variety of non-commercial contexts. Topics covered include contract formation, the doctrine of consideration, remedies for breach of contracts, modification of contract rights resulting from such factors as fraud, mistake and unforeseen circumstances, and the modern adaptation of contract law to consumer problems. This course also introduces students to the analysis of a complex statute: the Uniform Commercial Code.

Performance Highlights:

You performed well on the challenging multiple-choice first part of the examination.

Your answers to the essay problems evinced knowledge of contract law, especially your answer to the second problem.

Thank you for your active participation in class.

Date: 6.2.2022 3:43PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 13485

Course Title: LSSC: Research & Writing

Course ID: LAW 6165

Credits: 2

Term: Spring 2022 Law Semester **Instructor:** Bloom, Elizabeth M.

Grade: Honors

Course Description:

Competent and effective legal research and writing skills are the foundation for students' success in law school and in their legal careers. In LSSC's Legal Analysis, Research and Writing component, students learn about the organization of the American legal system, the sources and construction of laws, and how the application of laws may vary with the specific factual situation. Students learn how to research the law to find applicable legal rules, how to analyze and apply those rules to a factual situation, and how to communicate their legal analysis clearly and concisely to different audiences.

Performance Highlights:

Langie's performance in the Skills portion of Legal Skills in Social Context was strong. Her research, writing, and analytical skills improved significantly over the course of the year. She successfully completed multiple objective and persuasive writing assignments, culminating in a memorandum of law in support of a motion to suppress a coerced juvenile confession. Her final memorandum was well-written and logically organized. The arguments were persuasive, and she showed an ability to articulate a complex legal analysis in a clear and direct way. Langie grasped legal principles accurately, and she was skilled at applying legal standards to factual situations in analyzing the law. She also has strong research skills, which gave her assignments a solid legal foundation. Her performance in her final oral argument demonstrated an impressive degree of preparation, creative and analytical thinking, and clear articulation. She presented a compelling argumenton behalf of her client, and I was impressed with the ease with which she handled difficult questions from the bench. Overall, Langie displayed positivity and good humor at every turn, and it was a true pleasure to have her in class.

Date: 5.31.2022 3:55PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 13485

Course Title: Legal Skills in Social Context

Course ID: LAW 6160

Credits: 2

Term: Spring 2022 Law Semester **Instructor:** Bloom, Elizabeth M.

Grade: High Honors

Course Description:

The LSSC Social Justice component immediately applies students' legal research and writing skills in using law as a tool for social change. LSSC links students' pre-law school thinking with the new legal culture in which they find themselves. In the first semester, they begin by forging their own team lawyering dynamic in discussing assigned readings and in preparing, and presenting, several advocacy exercises and written assignments. In the second semester, students apply and consolidate their new legal research and writing skills in addressing an intensive real-life social justice project for a selected client organization. LSSC student teams develop their legal and cooperative problem-solving skills and knowledge while producing real client work of a quality that far exceeds the ordinary expectations of first-year law students. May be repeated once.

Performance Highlights:

Langie worked with a "Law Office" of fifteen first-year law students to provide research and recommendations for Citizens for Juvenile Justice (CfJJ) to help interrupt the child welfare to juvenile justice pipeline. The students examined the interacting systems—Department of Children and Families, mental health services, schools, courts, Department of Youth Services, and law enforcement—in the lives of child-welfare involved middle school students in Hampden County, Massachusetts, with a specific focus on the role of trauma in causing behaviors that are punished rather than treated. Their work culminated in an excellent written deliverable with concrete data and detailed recommendations to inform CfJJ's advocacy efforts to support welfare-involved youth. In addition to providing an impressive work product, the Law Office conducted an outstanding one-hour interactive presentation of their findings for CfJJ and the Northeastern community. As a whole, the Law Office was collaborative, collegial, and high-functioning. The students' performance—individually, in sub-committees, and as a full group—was strong.

Individual Comments: Langie's positive attitude, amazing energy, and willingness to take initiative at every phase of the project made her a truly indispensable member of the Law Office. Throughout the year, she meaningfully engaged with the broad themes of the course. Her ability to articulate her point of view, while also remaining open and receptive to those of her classmates helped facilitate compromise at critical junctures of the project. She did an especially impressive job tackling the project's vital social justice issues through impressive fieldwork research. As a member of the Data Group, Langie worked hard to collect and analyze demographic data and ensured that it was incorporated throughout the deliverable and presentation. She shared her talents with the group in numerous ways, including consistently producing exemplary work, submitting one of the strongest and most thorough responses to the first draft of the deliverable, and working on the citation team to ensure a polished final deliverable. She was also tasked with coordinating the final community presentation, and the depth of her research and understanding of the issues was evident in her creative approach to this challenge. Her professional quality presentation deck and impressive delivery at the presentation demonstrated her deep knowledge and investment in the project work.

Langie's contributions were extremely well-received, and her colleagues had an unbelievable amount of admiration and respect for her. She was one of the students most consistently recognized by her peers for her exceptional leadership, legal prowess, and collaboration skills. She was referred to as the "emotional cornerstone"

of the group" and praised for her motivational speeches she shared when needed. In sum, Langie was an invaluable member of the Law Office. Her hard work made the group dynamic, work process, and project stronger. Langie's positivity, passion, kindness, and can-do attitude made a palpable difference and helped carry the group through the year. Teaching her was a true honor.

Date: 5.31.2022 3:50PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 13485

Course Title: Criminal Justice
Course ID: LAW 6103

Credits: 4

Term: Spring 2022 Law Semester **Instructor:** Ramirez, Deborah A.

Grade: Honors

Course Description:

In this course, students are introduced to the fundamental principles that guide the development, interpretation and analysis of the law of crimes. They are also exposed to the statutory texts—primarily the Model Penal Code, but also state statutes. In addition, students are introduced to the rules and principles used to apportion blame and responsibility in the criminal justice system. Finally, students examine the limits and potential of law as an instrument of social control.

Performance Highlights:

Overall, your performance in this class was excellent. On the exam, you did a very good, and, at times excellent job of analyzing the Model Penal Code issues presented by the factual scenario in question one. On question two, you did an excellent job of analyzing the federal search and seizure issues that might be raised by the attorneys for Cougar and Samuel. In particular, you did an excellent job of analyzing the issues relating to the admissibility of Samuel's initial statements to Detective Donovan.

Date: 5.31.2022 2:32PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 12971
Course Title: Property
Course ID: LAW 6105

Credits: 4

Term: Fall 2021 Law Semester

Instructor: Kelley, Melvin J.

Grade: Honors

Course Description:

This course covers the major doctrines in American property law, including trespass, servitudes, estates in land and future interests, landlord-tenant relationships, nuisance, and takings. Students are introduced to rules, policies, and current controversies.

Performance Highlights:

Demonstrated knowledge of core U.S. Property Law doctrine as well as the underlying public policy elements in addition to a capacity to mobilize these insights to assess novel fact patterns. Solid participation in class discussions demonstrating skills in oral communication of case law.

Date: 2.24.2022 1:54PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 12971
Course Title: Torts
Course ID: LAW 6106

Credits: 4

Term: Fall 2021 Law Semester **Instructor:** Kahn, Jonathan D.

Grade: Honors

Course Description:

This course introduces students to theories of liability and the primary doctrines limiting liability, which are studied both doctrinally and in historical and social context. The course includes a brief consideration of civil remedies for intentional harms, but mainly focuses on the problem of accidental injury to persons and property. It also provides an introductory look at alternative systems for controlling risk and allocating the cost of accidents in advanced industrial societies.

Performance Highlights:

Demonstrated a clear grasp of key tort principles and the contexts in which they apply.

Did a reasonable job of issue spotting and applying understandings of theories of responsibility and alternatives to evaluate and apply legal rules to specific situations.

Your analysis of legal problems was generally sound.

Your class participation was consistent, thoughtful, and constructive. It was a pleasure having you join in discussions.

Date: 2.1.2022 9:39AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Langie Cadesca

Exam #: 12971

Course Title: Civil Procedure
Course ID: LAW 6100

Credits: 5

Term: Fall 2021 Law Semester **Instructor:** Williams, Lucy A.

Grade: Honors

Course Description:

Introduces students to the procedural rules that courts in the United States use to handle noncriminal disputes. Designed to provide a working knowledge of the Federal Rules of Civil Procedure and typical state rules, along with an introduction to federalism, statutory analysis, advocacy, and methods of dispute resolution. Examines procedure within its historical context.

Performance Highlights:

- You identified virtually all of the issues.
- Your analysis reflected a solid understanding of the complex materials covered in the course.
- Your discussion of subject matter jurisdiction, personal jurisdiction and summary judgment were particularly strong.
- Your paper was very well written.

Date: 1.20.2022 6:33PM

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TELEPHONE: 518-442-5540 EXT. 3

Official Academic Transcript of:

ALBANY, NY 12222-1000

LANGIE CADESCA

Transcript Created: 30-Apr-2021

Requested by:

LANGIE CADESCA 29 BROOKLYN AVE APT 3B BROOKLYN, NY 11216-2821

E-Mail: langiecadesca24@gmail.com



Document Type: THIRD-PARTY SECURE PDF

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BROOKLYN, NY 11216-2821

E-Mail: langiecadesca24@gmail.com

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CENTER FOR INTERNATIONAL EDUCATION AND GLOBAL STRATEGY

TRANSCRIPT SUPPLEMENT OVERSEAS ACADEMIC PROGRAMS

Student's Name: Cadesca, Langie	UAlbany ID: 001240304	Home Campus ID:
Home Campus: University at Albany		
Home Address: 140-23 181st 2nd Floor Springfield Gardens NY 1413 United States	States	
Campus Administering Overseas Program: University at Albany	Country: India	Term: Winter, 2017
Overseas Program Site: Global Citizens for Sustainable Development		For AY Students: Fall Spring

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ON HOUSE	TITLE OF COURSE	UA CREDIT HRS	UA GRADE*	NOIES
COUNSE NO.	To T. S. A. C. Danielement leaned		A	
	India: Field Study of Developinent Issues			
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CERTIFYING SIGNATURES OF RESPONSIBLE DIRECTORS OF INTERNATIONAL EDUCATION:

For campus administering program:

Jacob Ledermann, Assistant Director

Name

Official Scal: The obove supplementary transcript is a rune capy of the courses, credits, and grades earned by the student who enrolled in the designated overseas academic program. The form may also be used for reporting grade changes. Requests for transcript copies should be sen to the student's home compas, not to the dahmistering compas. The State University of New York has coordinated all its overseas academic programs so that or qualified student from one campas may enroll in a program administered by another State University campus while remaining registered on his home campas. All SUNY overseas programs are approved initially and periodically reviewed by the administering compass and by the Office of the Vice Chamcellor for Academic Programs of the University's Central Administration.

For home campus:

Rev. 7/14/2010



Page No. 1 of 2 Print Date: 04/30/2021

Official Academic Transcript

Langie Cadesca Name: Student ID: 001240304 ID Number: XXX-XX-2555 Address: 140-23 181st

2nd floor

Springfield Gardens, NY 11413

Send To:	Undergradu	_YN AVE I, NY 1121	16-2821			Program: Major: Minor: Course	Intended Political Science Africana Studies			
Basis of Admissi	APT 3B BROOKLYN	N, NY 1121	16-2821			Course				
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Basis of Admission	_	iate Program Si				AFRE 101	Beginning French I	4.0	4.0	A
Basis of Admission	on: Freshn	Undergraduate Program Summary					3.93 Term Cred	its Earned:	17.0	
Basis of Admission: Freshman Edward R Murrow High School					Cum GPA	3.96 Cum Total Dean's List	s	32.0		
							Fall 2016			
						December	7 a barrana			
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				$Q_{i,j}^{T}$		AAFS 142	Afro/Afro-Amer Literature	3.0	3.0	A
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Term Awarded: Date:	Spring 5/19/20	2019		<i>→ ///</i>		RSSW 190	Community Engagement	1.0	1.0	s
Date: 5/19/2019 Degree Honors: Cum Laude Major: Criminal Justice					ECPY 387	Institute	3.0	3.0	s	
Major: Minor:		na Studies	· ·	<i>-</i> (()		Course Topic:	Leadership in Residential Comm			
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						///				
Program: Major:	Visiting High Scho Non-matriculate	ool ed			18	Program: Major: Minor:	Intended Criminal Justice Africana Studies			
	Description The Written World		Attempted	Earned	<u>Grade</u>	Course	Description	Attempted	Earned	Grad
	ne written world Math III		0.0	0.0	s s	RCRJ 201	Intro to Crim Justice Process	3.0	3.0	B+
						RSSW 291	Human Service in the Communi	2.0	2.0	S
						RCRJ 202 AAFS 213	Intro Law and Crimnl Justice History Civil Rights Movement	4.0	4.0	В
Term GPA: Dum GPA	0.00	Term Credits E Cum Totals	Earned:	0.0		AAFS 213	History Civil Hights Movement	3.0	3.0	A
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Program: Major:	Intended Psychology						Fall 2017			
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JUNI 100U T APSY 101 II	The Freshman Year I	hology	3.0 3.0	3.0	A A	Program: Major: Minor:	Intended Criminal Justice Africana Studies			
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	ntroduction to Dram		3.0 3.0	3.0 3.0	A A	RCRJ 203	Criminology	3.0	3.0	C+
			0.0	5.0	-	AAFS 322	Developing African Nations	3.0	3.0	A
						AENG 144 AAFS 320	Reading Shakespeare Black Nationalism	3.0 3.0	3.0 3.0	B+ A-
erm GPA: Cum GPA	4.00 4.00 Dean's	Term Credits E Cum Totals	Earned:	15.0 15.0		ASOC 221	Statistics for Sociologists	3.0	3.0	B-
		Spring 2016				Term GPA:	3.20 Term Cred	its Earned:	15.0	

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Page No. 2 of 2 Print Date: 04/30/2021

Official Academic Transcript

Name: Langie Cadesca Student ID: 001240304 ID Number: XXX-XX-2555 Address: 140-23 181st

2nd floor

Springfield Gardens, NY 11413

 Cum GPA
 3.48
 Cum Totals
 79.0

Winter 2018

Program: Criminal Justice
Major: Criminal Justice
Major: Africana Studies

 Course
 Description
 Attempted
 Earned
 Grade

 GINS 398
 Albany Study Abroad
 3.0
 3.0
 S

 Course Topic:
 India: Global Citizens Sust Dev

 Term GPA:
 0.00
 Term Credits Earned:
 3.0

 Cum GPA
 3.48
 Cum Totals
 82.0

Spring 2018

Program: Criminal Justice Major: Criminal Justice Major: Africana Studies

Description Course Earned Grade Attempted Research Design in Crj Afro/Afro-American Family RCRJ 282 3.0 AAFS 331 3.0 3.0 A-**EAPS** 370 Leadership in Practice 3.0 AAFS 345 Black Novel: Black Perspective 3.0 3.0 RCRJ 399 Seminar in Criminal Justice 3.0 Course Topic: Families&Delinquncy/Crimnality

 Term GPA:
 3.22
 Term Credits Earned:
 15.0

 Cum GPA
 3.44
 Cum Totals
 97.0

Fall 2018

Program: Criminal Justice
Major: Criminal Justice
Minor: Africana Studies

 Course
 Description
 Attempted
 Earned
 Grade

 RCRJ 498
 Independent Study in Crj
 3.0
 3.0
 S

 RCRJ 308
 Juvenile Justice Administratn
 3.0
 3.0
 A

 RCRJ 430Z
 Children, Psych & Law
 3.0
 3.0
 A

 RCRJ 399
 Seminar in Criminal Justice
 3.0
 3.0
 A

 Course Topic:
 Wrongful Convictions

 Term GPA:
 3.80
 Term Credits Earned:
 12.0

 Cum GPA
 3.47
 Cum Totals
 109.0

Spring 2019

Program: Criminal Justice
Major: Criminal Justice
Minor: Africana Studies

Course Description Attempted Grade Earned 3.0 **BCBJ 498** Independent Study in Cri American Criminal Courts RCRJ 353 3.0 В **EAPS 390** Internship Higher Education RCRJ 405 Drugs, Crime, & Crim Jst 3.0

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UNIVERSITY AT ALBANY State University of New York 1400 Washington Ave. Albany, NY 12222

ACCREDITATION

The University is chartered by the Board of Regents of New York State, which has registered all of its degrees and programs and fully approved its professional programs through the State Education Department. Graduates are recognized by the American Association of University Women and the American Association of College & Universities. Albany is also a member of the Council of Graduate Schools in the U.S. It is fully accredited by:

- American Chemical Society
- · American Library Association
- American Psychological Association
- Council on Education for Public Health
- · Council on Social Work Education
- · Middle States Commission on Higher Education
- Council for the Accreditation of Education Preparation (CAEP)
- The Association to Advance Collegiate Schools of Business
- Forensic Science Education Programs Accreditation Commission (FEPAC)
- Planning Accreditation Board
- Network of Schools of Public Policy, Affairs, and Administration
- National Association of School **Psychologists**
- Masters in Psychology and Counseling Accreditation Council (MPCAC)

CALENDAR

The academic calendar consists of two semesters each lasting approximately fifteen weeks and condensed summer and winter sessions. Semesters may contain

Credits are recorded on a semester hour basis. Generally, one credit represents the equivalent of one hour of lecture or recitation or at least two hours of lab work each week, for one term of approximately 15 weeks. Summer and winter sessions have class hours adjusted accordingly. Academic status for undergraduates is based

on the following: 23 or fewer credits = Freshman 24 - 55 credits = Sophomore 56 - 87 credits = Junior 88 or more credits = Senior

NOTATION OF SOURCES

For further information regarding transcript interpretation, contact:

Office of the Registrar University at Albany Albany, NY 12222 (518) 442-5540

For information dealing with undergraduate or graduate academic policy, contact either

Office of Undergraduate Studies University at Albany Albany, NY12222 (518) 442-3950

Office of Graduate Studies University at Albany Albany, NY 12222 (518) 442-3980

TRANSCRIPT KEY

The University at Albany transcript is comprehensive in nature, containing historical records of any non-matriculated, matriculated, undergraduate and graduate work completed. Term information reflects all courses work completed. Term information reliects all courses taken by the student at this institution, whether or not they are applicable to graduation or the academic program. Transcripts are a permanent, irrevocable record of all courses, credits, and final grades accumulated through the University at Albany by the individual student. Credit hours accepted from other institutions are listed on the University at Albany transcript as the total credit hours accepted alongside the name(s) of the institution(s) at which they were earned.

I. COURSE OFFERINGS

Courses approved for offering at the University at Albany are cataloged by School or College, Subject, Course Number, Optional Identifier. (Example) A HIS 242 (1) (2) (3)

(1) School or College letter (first character)

A= College of Arts & Sciences, (formerly College of Humanities & Fine Arts, College of Science & Mathematics and College of Social & Behavioral Sciences)

School of Business

College of Emergency Preparedness, Homeland Security & Cybersecurity (Beginning Fall 2015); College of Nanoscale Science and Engineering (Prior to Fall 2009, see N)

Division of Physical Education School of Education Ē=

International Studies Program School of Public Health G=

H=

College of Engineering and Applied Sciences (Beginning Summer 2015); College of Computing and Information (Prior to Summer 2015)

N= College of Nanoscale Science and Engineering (Fall 2009 to present, see C)

Educational Opportunities Program
Nelson A. Rockefeller College of Public
Affairs & Policy

School of Criminal Justice R= School of Social Welfare R= Honors College Course University Wide Program

(2) Subject (2nd, 3rd & 4th characters) Three character subject abbreviation

(3) Course Numbering Sequence by level (5th, 6th & 7th characters) 001-099 - Non-credit

100-299 - Lower Division Undergraduate 300-499 - Upper Division Undergraduate 500-899 - Graduate Level

Optional 8th character

May represent:
A) Sequential courses (e.g., A, B) or

B) Course fulfilling undergraduate Writing
Intensive or General Education requirement

II. DEFINITION OF GRADES

UNDERGRADUATE

A(4.0) A-(3.7) Good

B+(3.3) B(3.0) B-(2.7) Fair:

C+(2.3) C(2.0) C-(1.7) Poor:

D+(1.3) D(1.0) D-(0.7) Failure

E (0.0)

Other Grades:

*S or #S - Satisfactory achievement (# indicates student opted

S'U grading; #S is equivalent to C or higher)
"U or #U - Unsatisfactory achievement (# indicates student opted S/U grading; #U is equivalent to C- or lower)
"Prior to Fall 1997

#S = C- or higher; #U = D+ or lower

I Incomplete

N Formal Audit NR Grade Not Reported

W Withdrawn

Z An indicator assigned by the appropriate administrative officer indicating a student enrolled in a course, never attended or failed to attend after the last day to add, and took no official action to drop the course. For information and completeness, the Z is placed on the permanent academic record. The Z is not used in the computation of quality point or cumulative average

http://www.albany.edu/undergraduate_bulletin

Grade Point Average: All A-E graded courses are used in calculating the grade point average, including repeated courses

GRADUATE

(4.0)(3.7) R+ (3.3)В (3.0)(2.7)

C+ (2.3)С

(2.0)

D (Not applicable to graduate degree)

Е Failure s Satisfactory

In this graduate scale S is equivalent to a B or better, and U is equivalent to a B- or lower.

Unsatisfactory U

Incomplete

Load Only (Non-credit)

Formal Audit NR Grade Not Reported

Research Resident (Credit Only)

w Withdrawn

Failing (penalty grade)

Assigned by the appropriate administrative officer for excessive absence, unofficial withdrawal, and like situations.

http://www.albanv.edu/graduatebulletin

Grade Point Averages are not calculated for Graduate students.

Federal Code: 002835 CEEB Code: 2532

III. FERPA Redisclosure Limitation

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Revised September 9, 2016



June 7, 2023

Recommendation on Behalf of Langie Cadesca for a Judicial Clerkship

Dear Your Honor:

Boston, MA 02115

I have taught law school for nearly a quarter century. Every once in a while, a special student comes along, a student who has the potential to excel and whose personality and backstory are so compelling that I become absolutely devoted to helping that person realize her potential. Langie Cadesca, a student in the Class of 2024 at Northeastern University School of Law, is one of those special few—a brilliant aspiring lawyer, a natural leader, and a fantastic human being who would thrive as a judicial clerk.

First and foremost, Langie checks all of the boxes when it comes to legal research, analysis, and writing. She earned "**High Honors**" in my Evidence class, one of many top marks that she has received, and she performed so admirably that I invited her to serve as my teaching assistant for the course in the Fall 2023 semester. In particular, her final examination was well-organized and revealed an outstanding grasp of character evidence, which is one of the most difficult concepts in the course. Langie was also selected as editor-in-chief of the NORTHEASTERN UNIVERSITY LAW REVIEW, a distinction that reflects the high regard that our community has for her intellect and legal acumen.

Second, Langie's leadership skills are remarkable. In addition to her ascension to the top office at our law journal, Langie is an active and devoted member of our Black Law Students Association. She forged this leadership path well before law school; she served as President of the Student Government Association at her undergraduate institution and was even tapped to be the Student Commencement Speaker. In my experience, Langie's combination of scholarly talent and leadership ability is rather rare, and points to a bright professional future.

Finally, I would be remiss if I failed to mention that Langie is a terrific person. She blends warmth and kindness with a consistently professional demeanor. She is genuinely committed to self-improvement and to doing the right thing. Simply put, Langie is a special candidate equipped with all the tools needed to thrive as a judicial clerk and to achieve excellence in our profession. Please do not hesitate to contact me if you have any questions whatsoever.

Sincerely,

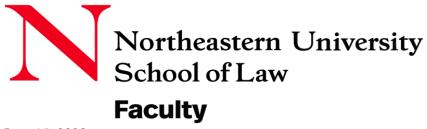
Daniel S. Medwed

University Distinguished Professor

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June 15, 2023

United States Court of Appeals for the First Circuit John J. Moakley Courthouse 1 Courthouse Way Boston, MA 02210

Dear Judge:

I am delighted to strongly recommend Langie Cadesca for a judicial clerkship with the Court. Langie was a Lawyering Fellow for the project component of my Legal Skills in Social Context course at Northeastern University School of Law. In that capacity, Langie helped coordinate and manage a social justice project on behalf of the National Coalition Against Domestic Violence. The ultimate project goal was to provide a helpful guide for advocates and pro se litigants to advocate for gun relinquishment provisions in protective orders. Langie's excellent work as a lawyering fellow demonstrates her great promise as a judicial law clerk. I greatly appreciated her professionalism, enthusiasm, organizational skills, and commitment to helping the students work successfully on this group project. As I noted in her evaluation, my confidence in Langie was unwavering from the outset of the semester, and I immediately felt comfortable partnering with her to plan and facilitate each phase of the project.

I was consistently impressed with Langie's confidence in the classroom and her ability to help lead challenging class discussions and provide sophisticated feedback on issues, such as non-neutrality of laws and social movement lawyering. Additionally, Langie effectively coordinated and guided student research groups and helped shape an excellent team dynamic. She was proactive and instrumental in bringing guest speakers to the classroom, including a survivor of intimate partner violence as well as attorneys who gave students compelling and practical insights that ultimately enriched their research. Langie consistently demonstrated a strong work ethic and critical thinking skills. The students respected her and appreciated her ability to balance her dual role as peer and mentor. I am therefore confident that she will be an invaluable asset to you in your work on the bench. Should you have any further questions, please do not hesitate to contact me at i.gott@northeastern.edu or 617-275-6247. I wish you the best of luck in your selection process.

Very truly yours, *Irina V. Gott* Irina V. Gott Teaching Professor June 15, 2023

The Honorable Denny Chin Thurgood Marshall United States Courthouse 40 Centre Street, Room 2003 New York, NY 10007-1501

Dear Judge Chin:

It is my pleasure to enthusiastically recommend Langie Cadesca for a judicial clerkship. I have known Langie since she was a first-year student in my Legal Skills in Social Context (LSSC) course at Northeastern University School of Law during the 2021-22 academic year, and I have continued to work with her in various capacities throughout the course of her law school journey. Langie's outstanding lawyering skills, along with her strong work ethic and tremendous leadership skills make her a competitive candidate for a law clerk position. I am confident that she would be an invaluable addition to your chambers.

LSSC is a signature program at the law school that provides first-year students with the opportunity to develop their lawyering skills while working with community organizations on large-scale social justice research projects. In the context of this intensive year-long, 8-credit course, Langie was an exceptionally diligent student. She was always prepared for class, participated frequently, and showed a high degree of enthusiasm in all of her work. Her research, writing, and analytical skills improved significantly over the course of the year due to her perseverance and ability to make effective use of her resources. She successfully completed multiple objective and persuasive memoranda over the course of the year, culminating in an exceptionally well-researched memorandum of law in opposition to a motion to suppress a coerced juvenile confession. Her oral argument demonstrated an impressive degree of preparation, analytical thinking, and clear articulation.

Langie also distinguished herself as a leader among her peers with her work on the group's social justice project. Her group worked with Citizens for Juvenile Justice (CfJJ) to help interrupt the child welfare to juvenile justice pipeline. Her thoughtful contributions and supportive open-minded approach impressed me at every turn and helped move the project forward in immeasurable ways. She was one of the students most consistently recognized by her peers for her leadership, legal prowess, and collaboration skills. She was referred to as the "emotional cornerstone of the group" and praised for the motivational speeches she shared to keep her classmates engaged and help build community.

Langie's unique combination of skills, including an ability to think deeply about issues of structural oppression and commitment to diversity and inclusion prompted her selection as a Lawyering Fellow for the Project component of the LSSC course this year. The selection process is competitive, as the leadership role is considered a position of student distinction at the law school. Lawyering Fellows play a critical role in the LSSC course and are involved in facilitating class discussions, supervising large-scale research projects, and meeting with students individually outside of class to provide additional coaching and support. Langie did such a great job that I chose her to serve as the Teaching Assistant for the Spring Seminar for Lawyering Fellows, where Langie partnered with me to support and train upper level students serving as LFs. She was a joy to supervise and the students appreciated and respected her immensely.

Throughout law school, Langie has deliberately chosen co-op experiences, classes, and extracurricular activities to help build her research and writing skills and prepare for her legal career. Langie's commitment to leadership and volunteerism has been remarkable, demonstrated by her impressive roles as Editor-In-Chief of the Northeastern Law Review, Co-President of the Black Law Students Association, and Secretary of the Northeast Region of the Black Law Students Association. In these positions, she has spearheaded thoughtful programming, including planning a professional development conference to give students of color access to more employment opportunities.

In sum, I wholeheartedly recommend Langie for a judicial clerkship. I am certain that she will bring her many talents, positivity, and dedication to her work in your chambers. Please feel free to contact me via email at e.bloom@northeastern.edu if there is anything I can do to further strengthen her application.

Sincerely,

Elizabeth Bloom Teaching Professor Legal Skills in Social Context Program Administrator

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Langie Cadesca

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WRITING SAMPLE

Attached is a moot memorandum, which I completed during my Legal Writing & Research course. I conducted legal research and reviewed and interrogation transcript to develop this memorandum. The memorandum examines whether the court should grant a Motion to Suppress a juvenile's statements made in violation of their *Miranda* rights. The clients are not real, therefore there was no need to redact any information. This work is entirely my own. I completed one round of substantive edits and one round of edits for proofing on my own.

COMMONWEALTH OF MASSACHUSETTS

JUVENILE COURT FRANKLIN COUNTY

CRIMINAL DOCKET NO. 21- 022094

COMMONWEALTH OF MASSACHUSETTS

V.

KEVIN JOHNSON

MEMORANDUM IN SUPPORT OF DEFENDANT'S MOTION TO SUPPRESS

INTRODUCTION

Pursuant to Rule 13 of the Massachusetts Rules of Criminal Procedure, the defense moves the court to suppress the statements made to the police by the defendant, Kevin Johnson, on March 1, 2021. The defense moves to suppress the statements elicited by Officer McCallaster and Officer Thompson in relation to the death of Teresa Malbach. Mr. Johnson was not given a genuine opportunity to consult with an interested adult prior to waiving his *Miranda* rights, and his subsequent statements were not made voluntarily. The interested adult rule offers juveniles under the age of fourteen a genuine opportunity to consult with an attorney, interested adult, or parent to ensure that a juvenile understands their *Miranda* rights. The Commonwealth should not waive the interested adult rule for juveniles, who reach the age of fourteen, unless they show a high degree of sophistication, intelligence, experience, or knowledge. Mr. Johnson's statements were obtained using trickery, false statements, and minimization tactics. The detectives made implied promises and assurances to the defendant by asserting that they would help him. The Commonwealth has a heavy burden to prove that Mr. Johnson knowingly, intelligently, and voluntarily waived his *Miranda* rights *and* made voluntary statements under the totality of the circumstances. Given that

the Commonwealth cannot meet this heavy burden, on either ground, the court should grant the Motion to Suppress.

STATEMENT OF FACTS

Juvenile Defendant, Kevin Johnson, is a 16-year-old with educational challenges who has minimal experience with the justice system. Tr. 5, 7, 23. On March 1, 2021, detectives from Greenfield Police Department called Mr. Johnson's mother and told her that they were going to pick up Mr. Johnson from school and bring him to the precinct to talk. *Id.* at 7. During the phone call, the police informed Mr. Johnson's mother of his Miranda rights, however, she did not meet with them. *Id.* Later, the police picked up Mr. Johnson from school and they brought him to the station. *Id.* The only communication Mr. Johnson had with his mother was in a brief text conversation, prior to his apprehension. *Id.* at 10. Mr. Johnson is unfamiliar with exercising his constitutional rights. Prior to this incident, Mr. Johnson had been mirandized once before, but he was released right after, so he was not questioned, nor did he have any experience exercising his rights. *Id.* at 23. This encounter was the first time that Mr. Johnson had been interviewed as a suspect—the interrogation lasted nearly three hours. *Id.* 7–8.

When the interview commenced, the officers informed Mr. Johnson of his *Miranda* rights. *Id.* at 9. They subsequently told Mr. Johnson that they spoke with his mother and informed him that she said she was "OK with them speaking to him." *Id.* at 10. Then, Officer McCallaster asked Mr. Johnson if he wanted to call her prior to commencing the interview and Mr. Johnson said, "She's busy at work, I don't want to bother her. I can handle this." *Id.* Mr. Johnson's mother was not at the police station at any point during the interrogation and he never had an opportunity to speak with her after hearing his *Miranda* rights.

Despite the officers' knowledge that Kevin was doing poorly in school and had educational challenges they used intense interrogation techniques. *Id.* at 6. During the interview, Mr. Johnson showed that he was nervous by primarily responding with nods and single words. The police informed Mr. Johnson that they would stand by him, they were in his corner, and no matter what he did they could work through that. *Id.* at 11. Also, the police said approximately thirty times that they already knew all the facts and everything that happened to the victim. *Id.* at 24. Mr. Johnson asserted that he did not touch the victim and that his uncle threatened to stab him. *Id.* at 15. The police spent a long period of time asking about Mr. Johnson's uncle and quickly shifted to asking Mr. Johnson what he did in various ways. *Id.* at 14–19. Though the officers knew a gun was used, they continued to reference the use of a knife, and that detail about the gun was given to Mr. Johnson by Officer McCallaster. *Id.* at 19. After a sequence of confusing questions, Mr. Johnson hesitantly said that he had used the knife to cut the victim. *Id.* Due to the discomfort and stress of an interrogation that lasted nearly three hours, Mr. Johnson requested not to speak to the police anymore and asked if he could call his mom. *Id.* at 21.

Kevin Johnson is a juvenile with minimal experience with the justice system and he has educational challenges, he failed to appreciate the severity of the interrogation. At one point Mr. Johnson even asked the officer what time the interview would end because he had a project due. *Id.* at 21. The defense now moves to suppress all statements made by Mr. Johnson during this police interrogation.

ARGUMENT

The court should grant the defendant's Motion to Suppress because Kevin Johnson's *Miranda* waiver was invalid *and* his statements were made involuntarily, rendering them inadmissible. *Miranda v. Arizona*, 384 U.S. 439, 545 (1966). The Fifth Amendment provides protections for all

defendants against self-incrimination when an individual in custody is subjected to police interrogation. *Id.* at 477. The Commonwealth must prove its heavy burden, beyond a reasonable doubt, that the defendant's waiver of their rights was voluntary *and* that the defendant's statements were voluntary. *Commonwealth v. Magee*, 668 N.E.2d 381, 384 (Mass. 1996). A Motion to Suppress must be granted if the defendant's waiver and statements were not made voluntarily, knowingly, and intelligently. *Commonwealth v. Edwards*, 651 N.E.2d 399, 401 (Mass. 1995). The voluntariness of the *Miranda* waiver and the voluntariness of the statements are separate and distinct issues that may be individual grounds for relief. *Id.* at 403. Additionally, the court must examine the totality of the circumstances in both instances. *Id.*

I. THE COURT SHOULD GRANT THE DEFENDANT'S MOTION TO SUPPRESS BECAUSE THE COMMONWEALTH HAS FAILED TO ESTABLISH THAT KEVIN JOHNSON'S MIRANDA WAIVER WAS MADE VOLUNTARILY, KNOWINGLY, AND INTELLIGENTLY.

The court should grant Kevin Johnson's Motion to Suppress because the Commonwealth failed to prove its heavy burden that the *Miranda* waiver was voluntary, knowing, and intelligent. *Edwards*, 651 N.E.2d at 401. Special caution must be exercised in examining the validity of inculpatory statements made by juveniles. *Commonwealth v. Pacheco*, 28 N.E.3d 1172, 1176 (Mass. App. Ct. 2015) ("[T]he better practice with any juvenile is for the investigating officials [to] explicitly inform the juvenile's parent, or other interested adult, that an opportunity is being furnished for the two to confer about the juvenile's rights."). In absence of a genuine opportunity to consult with a parent, interested adult, or attorney, any statement made by a juvenile who is under the age of fourteen may be suppressed. *Commonwealth v. A Juv.*, 449 N.E.2d 654, 657 (Mass. 1983). For cases involving a juvenile who has reached the age of fourteen, there should ordinarily be a meaningful consultation with the parent, interested adult, or attorney to ensure that the waiver is knowing and intelligent. *Id.* However, for a waiver to be valid without such

consultation the circumstances should demonstrate that the juvenile had a high degree of intelligence, experience, knowledge, or sophistication. *Id.*

A. The detectives offering Kevin Johnson a chance to call his mother fails to meet the genuine opportunity to consult with an interested adult standard.

Studies suggest that most juveniles do not understand the significance and protective function of their Fifth Amendment rights, even when they are read the standard *Miranda* warnings. A Juv., 449 N.E.2d at 656. Providing juveniles with an opportunity for a meaningful consultation with an interested adult was adopted to protect them from the possible consequences of their immaturity. Id. To satisfy the interested adult rule, in most cases, the Commonwealth must demonstrate that the interested adult (1) was present, (2) understood the warnings, and (3) had the opportunity to explain the rights to the juvenile so that the juvenile would understand the significance of their rights. Id. at 657. First, while the court has not expressly held that the adult must be physically present, in all the cases in which there was a required opportunity for consultation an adult was present. Commonwealth v. Alfonso A., 780 N.E.2d 1244, 1252 (Mass. 2003). Second, the interested adult must at least understand that there is an opportunity to consult and understand their role in that consultation. Commonwealth v. Mark M., 843 N.E.2d 680, 706 (Mass. App. Ct. 2006) (holding that the grandmother was not an interested adult because her suggestion that the officer speak with the juvenile privately while she left the room demonstrated her failure to appreciate her role in the interrogation process); Alfonso A., 780 N.E.2d at 1252 ("[T]he opportunity for consultation with an adult 'prevents the warnings from becoming ritualistic recitation wherein the effect of actual comprehension by the juvenile is ignored."").

Finally, to ensure that there is an opportunity for consultation, it must take place *after* the juvenile and adult have been informed of the *Miranda* rights and *before* questioning begins. *Mark M.*, 843 N.E.2d at 706. The genuine opportunity for consultation is envisioned as an opportunity

that is immediately and evidently available to the juvenile before the juvenile waives their rights. Alfonso A., 780 N.E.2d at 1252. In Alfonso A., the detectives read the juvenile his Miranda warnings, asked whether he understood those rights, and asked if he wanted to contact his mother or consult some other adult. Id. at 1251. The juvenile indicated that he did not want to consult with any adult, waived his rights, and gave a statement in which he admitted to the crime. Id. The court held that merely offering to speak with an adult does not amount to the required genuine opportunity for consultation. Id. at 1252. Additionally, there is too great a risk that a juvenile will engage in a show of bravado, rather than admit to any desire or need to consult with an adult. Id. at 1253.

First, like *Alfonso A.*, there was no physical presence of a parent or interested adult. Mr. Johnson's mother was not at the police station at any point during the interrogation. The prosecution may contend that calling Mr. Johnson's mother prior to the interrogation was an opportunity to consult an interested adult, though she was not present. However, this is not a convincing argument. In every case where the interested adult rule was required, an adult was physically present. The court in *Alfonso A.*, explicitly states that there is no rule that claims anything less than physical presence would suffice.

Second, the police cannot show that Mr. Johnson's mother understood her opportunity and role in the interrogation process. Like the grandmother in *Mark M.*, Mr. Johnson's mother accepted that the police could speak to him in private, and even after being informed of his *Miranda* rights she declined to meet with the police. The prosecution may attempt to distinguish *Mark M.*, by asserting that because of differences in age or guardianship status the grandmother may not have been as aware of the circumstances as Mr. Johnson's mother. However, this argument is not persuasive because the court did not refer to the grandmother's capacity as the basis for its

reasoning. The court in *Mark M*., solely considered the grandmother's words and actions to determine her failure to appreciate the severity of the situation.

Finally, the Commonwealth denied Mr. Johnson of a meaningful opportunity for his rights to be explained by an interested adult. In *Mark M*., the court stated that the opportunity should happen between the time the *Miranda* warnings are recited and before questioning begins. Here, Mr. Johnson's mother was informed of his rights prior to his apprehension. The time in which the officers spoke to Mr. Johnson's mother does not meet the immediate and evident requirement. Nonetheless, the prosecution may raise two arguments. First, they will assert that when the detectives extended Mr. Johnson a chance to contact his mother, that was a meaningful opportunity to consult with an adult. The court in *Alfonso A*., determined that merely offering a consultation with an interested adult was not enough to satisfy the rule. Mr. Johnson showed that he may have been nervous or embarrassed to speak to his mother. He stated "I don't want to bother her. I can handle this." This act of "bravado" by Mr. Johnson is the exact kind of risk the court in *Alfonso A*., sought to deter. The purpose of the rule is to provide juveniles with significant protection since they lack the capacity to understand the consequences of their actions.

Second, the prosecution may claim that when Mr. Johnson's mother texted him, that was a meaningful consultation with an interested adult. This argument cannot stand. Mr. Johnson said that his mother texted him prior to the police picking him up from school. This timeline of conversation does not meet the standard set out in *Mark M*. There is no evidence on the record that communication with Mr. Johnson's mom happened between the recitation of *Miranda* and prior to questioning. Thus, the court should grant this Motion to Suppress because the Commonwealth cannot meet its burden to prove that Mr. Johnson was given a genuine opportunity to consult with an interested adult.

B. Kevin Johnson has minimal experience with the criminal justice system, and he does not have a high degree of sophistication, intelligence, or experience to render his waiver to be knowing and voluntary.

The exception to the interested adult rule applies to cases involving juveniles who are over the age of fourteen. *Commonwealth v. King*, 460 N.E.2d at 1299, 1305 (Mass. App. Ct. 1984). The opportunity to consult with an interested adult should not be denied when a defendant does not have an unusual amount of sophistication, and knowledge about *Miranda*. *See Commonwealth v. Guyton*, 541 N.E.2d 1006, 1010 (Mass. 1989) (granting the motion to suppress because though the defendant heard *Miranda* rights before, they were not in connection with any police or juvenile proceedings). For a waiver to be valid without a genuine opportunity to consult an interested adult the circumstances should demonstrate that the juvenile had a high degree of intelligence, experience, knowledge, or sophistication. *King*, 460 N.E.2d at 1305. In *King*, the sixteen-year-old defendant, had been involved with the system since he was eleven and a half years old. *Id.* Though the defendant in *King*, had a learning disability, he was able to hold down a job. *Id.* at 1301, 1305. The defendant in *King*, admitted to committing the crime within seconds after examining a warrant. *Id.* at 1302. Additionally, the judge found that two weeks prior to this arrest the defendant exercised his right to counsel and right to remain silent. *Id.* After considering the totality of the circumstance, the Court found that the *Miranda* waiver was valid. *Id.* at 1306.

Like the defendant in *King*, Mr. Johnson is sixteen years old, has educational challenges, and has experience with the criminal justice system. However, unlike the defendant in *King*, Mr. Johnson (1) has never worked a job, (2) has minimal experience with the criminal justice system/no criminal record, and (3) his request for his mother, is not adequate to serve as an assertion of his constitutional rights. First, the difference in work experience is relevant because the defendant in *King*, showed a higher degree of intelligence than Mr. Johnson. Unlike *King*, Mr. Johnson had no outside experience, such as a job, that points to a high level of intelligence.

Second, like the defendant in *Guyton*, Mr. Johnson does not have extensive contact with the police and knowledge of *Miranda*. Mr. Johnson was arrested once, and he was released directly after being read his *Miranda* rights. The prosecution will likely attempt to distinguish *Guyton*, because that defendant had engaged with *Miranda* outside of the context of police proceedings. However, this argument is insufficient because like *Guyton*, Mr. Johnson heard his *Miranda* rights a limited number of times, and they were predominately associated with this current case.

Finally, the prosecution may claim that Mr. Johnson asserted his constitutional rights at the end of the interview when he said "Um, I don't think I should talk to you anymore. Can I call my mom now?" This is a weak argument. Unlike the defendant in *King*, who admitted to committing a crime within seconds, Mr. Johnson had been interviewed for over two hours. There was substantial pressure on Mr. Johnson and his statement was a call for the comfort of his mother rather than an assertion of his constitutional rights. The court should grant Mr. Johnson's Motion to Suppress because the Commonwealth failed to prove that he demonstrated a high degree of intelligence, experience, knowledge, or sophistication, which proves that the *Miranda* waiver was not made knowingly, intelligently, and voluntarily.

II. THE COURT SHOULD GRANT THE MOTION TO SUPPRESS BECAUSE THE COMMONWEALTH HAS FAILED TO ESTABLISH THAT KEVIN JOHNSON'S STATEMENTS WERE MADE VOLUNTARILY.

The Court should grant Kevin Johnson's Motion to Suppress because the Commonwealth failed to show that considering the totality of the circumstances, Mr. Johnson's statements were made voluntarily. *Edwards*, 651 N.E.2d at 401. Additionally, the Commonwealth must prove beyond a reasonable doubt that the statements made by the defendant were a product of rational intellect and free will. *Id.* at 403. To determine if there was rational intellect and free will, courts will consider the characteristics of the accused and the details of the interrogation. *King*, 460 N.E.2d at 1305. The characteristics of the accused may include the defendant's age, education,

intelligence, emotional stability, experience with and in the criminal justice system, and physical and mental condition. *Commonwealth v. Leon L.*, 756 N.E.2d 1162, 1167 (Mass. App. Ct. 2001). Regarding the details of the interrogation the court may consider promises or other inducements, the initiator of the discussion of a deal, or leniency. *Id.* Minimization of the crime by the interrogator implies leniency, which could be implicitly offered, even if it is not expressly stated as a quid pro quo for the confession. *Commonwealth v. DiGiambattista*, 813 N.E.2d 516, 526 (Mass. 2004).

A. The Commonwealth fails to meet its burden that the statements were voluntary considering Kevin Johnson's age, emotional state, and educational challenges.

The Commonwealth fails to meet its heavy burden to prove that the statements made by Mr. Johnson were voluntary. Interrogation circumstances which may pass when applied to a "normal" adult may not be tolerable when applied to one who is mentally deficient. *Commonwealth v. Cameron*, 433 N.E.2d 878, 883 (Mass. 1982) (stating that the court must scrutinize the record with special care when the suspect has a diminished or subnormal mental capacity). In *Leon L.*, the court held that due to the defendant's emotional state, it rendered the confession involuntary. 756 N.E.2d at 1167. The defendants were intimidated, frightened, and upset to the extent that the court held the statements were made involuntarily. *Id*.

Here, like *Cameron*, the court should consider Mr. Johnson's educational challenges. Though there is no evidence that Mr. Johnson is "mentally deficient," the police were aware that Mr. Johnson was doing poorly in school. They were informed that the defendant may not have the capacity to comprehend the depth of the interrogation. Additionally, like the defendants in *Leon L.*, Mr. Johnson's emotional state may prove that he did not make statements voluntarily. Throughout the interview, Mr. Johnson rarely spoke, and his responses consisted of short phrases and nods. Mr. Johnson also asked whether the interview would be coming to an end because he

had a project due. This indicates that Mr. Johnson was not fully aware of the severity of the circumstance and was emotionally "checked out." Moreover, the court should grant this Motion to Suppress because of the totality of the circumstances, specifically, Mr. Johnson's mental state and educational challenges show that the statements were made involuntarily.

B. Kevin Johnson's mental intellect impeded him from withstanding the police's coercive tactics.

The court should grant the Motion to Suppress because Mr. Johnson's mental intellect impeded him from withstanding the police's coercive tactics. The use of false statements and trickery to obtain a suspect's waiver is disapproved and may indicate that any subsequent waiver was made involuntarily. *DiGiambattista*, 813 N.E.2d at 523 (holding that the court will not overlook implied promises and minimization just because there was not an express promise of leniency in exchange for a confession). The court may look to various factors such as, communication of incorrect information about the strength of the Commonwealth's case; assurance that the defense would benefit from a confession; defendant's unstable condition combined with his youth and inexperience; failure to inform the defendant that he could telephone his family or friends to determine voluntariness. *Commonwealth v. Meehan*, 387 N.E.2d 527, 534 (Mass. 1979).

Like the officers in *DiGiambattista*, here, the police used false statements, trickery, and minimization tactics to pressure Mr. Johnson. The police asserted approximately thirty times during the interview that they already knew what happened. They were attempting to convince Mr. Johnson that they had all the necessary information to convict him, which was untrue. In the beginning of the interview, Mr. Johnson verbally expressed that he never touched Teresa Malbach and that his uncle threatened to stab him. After the officers continuously asked, in different variations what did he do, he questionably answered "use a knife." The officers gave Mr. Johnson hints to elicit some form of a confession and used suggestive questioning to confuse Mr. Johnson

throughout the interrogation. The court in *Meehan*, disapproved many of the tactics used by these

officers. Specifically, the officers continued to informed Mr. Johnson that they were going to "help

him." The officers said, "No matter what you did we can work through that . . . we will stand

behind you no matter what "This statement is an assurance that that the defense would benefit

from a confession.

The prosecution will likely contend that the tactics used by the police are common practice

within custodial interrogations. Though, the court in DiGiambattista indicated that these strategies

alone are insufficient to render the suspect's confession involuntary; when they are used

simultaneously, the court is likely to find that the defendant's ability to make a free choice was

undermined. Here, Mr. Johnson's choice was undermined because he was under pressure, he had

been deceived by the Commonwealth about the strength of the case, and he was given assurances

that the detectives would help him no matter what. Thus, the Court should grant this Motion to

Suppress because the Commonwealth cannot prove beyond a reasonable doubt that the statements

were made voluntarily.

CONCLUSION

Accordingly, the court should grant the Motion to Suppress because the Commonwealth

failed to prove beyond a reasonable doubt that the Miranda waiver and statements were made

knowingly, intelligently, and voluntarily.

Respectfully Submitted,

For the Defense

Langie Cadesca

Langie Cadesca

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Applicant Details

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ndlsdir search results.asp?lscd=12205&yr=2013

Date of JD/LLB May 20, 2024

Class Rank School does not rank

Does the law

school have a Law Yes

Review/Journal? Law Review/

Journal No

Moot Court

No

Experience

Bar Admission

Prior Judicial Experience

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This applicant has certified that all data entered in this profile and any application documents are true and correct.

AJ JARRETT

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The Honorable Denny Chin United States Court of Appeals for the Second Circuit Thurgood Marshall United States Courthouse 40 Foley Square, New York, NY 10007

June 18, 2023

Dear Judge Chin,

I am a third-year law student at Northeastern University School of Law (NUSL), writing to express my strong interest in the open clerkship position in your chambers for the 2024-2025 term. I am an enthusiastic, capable, and seasoned professional with a background in civil rights and international human rights, and I am pursuing this position to strengthen my skills as a future litigator. Prior to law school, I worked in the International Justice and LGBT Rights Programs at Human Rights Watch (HRW) where I conducted legal and policy research, provided administrative support for lawyers, and published reports on civil and human rights abuses. Working at HRW solidified my dedication to continuing my career as an LGBTQ rights advocate and my interest in impact litigation as a tool for social change. While at NUSL I have strengthened my legal research and writing abilities through both coursework and internship opportunities. I am especially interested in clerking in your chambers because of your background working on civil rights issues while at the U.S. Attorney's Office and your passion for educating and mentoring the next generation of lawyers. I believe that my legal research and writing skills, editorial proficiency, and administrative background will allow me to excel in supporting your work in the Second Circuit.

I am particularly excited about a clerkship in your chambers due to my demonstrated strengths in legal research and writing and familiarity with court proceedings. In my internship in the Civil Rights Division of the Massachusetts Attorney General's Office, I conducted substantive legal research on pressing civil rights matters and wrote various long and short form memoranda. I managed intakes with members of the public who reported civil rights violations, and researched and wrote an amicus brief on voluntary acknowledgment of parentage. As a legal extern for Judge Marianne B. Bowler at the U.S. District Court of Massachusetts, I conducted legal research on questions of civil procedure, assisted the law clerk with various time-sensitive administrative tasks, and regularly observed court proceedings that included arraignments, mediations, sentencing, status conferences, and trials. In my position as a Lawyering Fellow in the Legal Skills in Social Context program, I mentored first-year law students in legal research and writing, fostered a collaborative atmosphere rooted in teamwork, and supervised students' work to produce in-depth memoranda and a presentation to a partner organization.

My skills also include copyediting, cite-checking, and balancing competing priorities under a deadline. As Senior Coordinator at HRW I provided extensive editorial assistance for dozens of full-length reports and over 100 press releases. Working to quickly publish HRW's position on breaking news, I carefully proofread and cite-checked documents under tight deadlines without compromising quality. I also administratively supported the Program director by booking meetings and complex travel and managing the division budget. In my capacity as an elected Support Staff Representative at HRW, I represented and advocated for over 150 staff members on workplace issues while also working alongside the executive director and executive team on management issues. I am also currently a Programs Consultant for Outright International where I work with the senior director of law, policy, and research to copyedit advocacy reports, and I am a senior copyeditor for NUSL's NuLawLab where I am currently copyediting a volume for Cambridge University Press. My time management abilities and demonstrated attention to detail will enable me to be a valuable asset to your chambers.

The legal research, writing, editorial, and administrative skills I have cultivated from my studies at NUSL, my internships with the Civil Rights Division of the MA Attorney General's Office and Judge Bowler, and my positions at Human Rights Watch, the NuLawLab, and OutRight will make me an asset to your chambers. I believe a clerkship with you will deepen my understanding of complex court proceedings and will position me for a career as a strong litigator working to advance civil rights. My demonstrated skills will allow me to make a positive contribution to your team.

Enclosed please find my resume, writing sample, law school and undergraduate transcripts, and letters of recommendation from the following recommenders: Professor Libby Adler, Professor Dan Jackson, and Professor Alexandra Meise. Thank you for your time and consideration of my application. I look forward to hearing from you.

Sincerely, AJ Jarrett

AJ JARRETT

Pronouns: They/Them/Theirs • 822 St. Johns Pl. #3R, Brooklyn, NY 11216 • jarrett.an@northeastern.edu • (413) 441-5518

EDUCATION

Northeastern University School of Law, Boston, MA

Candidate for Juris Doctor, May 2024

Activities: NUSL Queer Caucus board member; NUSL tour guide

Research Assistant: Professor Ari Waldman (research on government-required gender markers on IDs)

Professor Libby Adler (cite and fact-checker for symposium paper and lecture)

Teaching Assistant: Lawyering Fellow, Legal Skills in Social Context (legal research and writing course)

Mount Holyoke College, South Hadley, MA

Bachelor of Arts, summa cum laude in International Relations and French, GPA 3.95, May 2017

Honors: Phi Beta Kappa; Donald G. Morgan Fellowship in Law; Xi Chapter Sigma Iota Rho (honor society

for international studies); Sarah Williston Scholar (awarded to top 15% of class)

Research Assistant: Professor Andrew Reiter (analyzed national laws regarding the market of post-conflict artifacts)

Study Abroad: Paul Valéry University, Montpellier, France (Spring 2016)

Summer Program: Bard College Globalization and International Affairs Program, New York, NY (Summer 2015)

Internships: Women's Foreign Policy Group, Washington, DC, Communications and Website Intern

Global Justice Center, New York, NY, Communications Intern

EXPERIENCE

Transgender Legal Defense & Education Fund, New York, NY

May 2023 - Present

Legal Intern

Draft legal and policy advocacy documents, conduct legal research, manage client intakes, and provide referrals.

NuLawLab, Northeastern University School of Law, Boston, MA

September 2023 – Present

Senior Book Copyeditor

Copyedit, cite-check, and fact-check forthcoming 26-chapter, 115,000-word academic volume on Legal Design.

United States District Court for the District of Massachusetts, Boston, MA

January 2023 – May 2023

Legal Extern for Judge Marianne Bowler

Researched and wrote legal memoranda. Observed court proceedings.

MA Office of the Attorney General, Civil Rights Division, Boston, MA

September 2022 – December 2022

Legal Intern

Researched federal and state civil rights laws, drafted briefing memoranda, and conducted intakes with the public.

Outright International, Remote (Headquartered in New York, NY)

March 2022 - Present

Programs Consultant

Proofread and edit documents for OutRight Programs Department, including reports, briefing papers, treaty body submissions, website content, and other documents. Reports to OutRight's Senior Director of Law, Policy, and Research.

Domestic Violence Institute, Northeastern University School of Law, Boston, MA September 2021 – September 2022 Student Advocate, Legal Assistance to Victims, Domestic Violence Clinic

Managed client cases and conducted intakes. Provided referrals. Researched legal issues and formulated safety plans.

Human Rights Watch, New York, NY

July 2019 - August 2021

Senior Coordinator, LGBT Rights Program

Researched, drafted, and published news releases. Conducted interviews and co-authored advocacy reports. Co-managed Europe and Central Asia research portfolio by monitoring LGBT rights and documenting abuses in the region. Managed donor group of 100+ members. Planned logistics for and traveled to international staff retreats. Served as elected representative for Support Staff Management Forum and Leadership Management Team.

Associate, International Justice Program

May 2017 – July 2019

Coordinated logistical, administrative, technical, and research support. Provided editorial assistance for 100+ publications, including proof-reading and fact-checking documents under tight deadlines. Managed divisional budget. Supervised interns.

SELECT WRITING

For a complete list of publications, please visit https://www.linkedin.com/in/aj-jarrett/.

- Anjelica Jarrett [former name], Kyle Knight, et al. "People Can't be Fit into Boxes': Thailand's Need for Legal Gender Recognition." *Human Rights Watch*. December 2021.
- Anjelica Jarrett. "Child of Lesbian Mothers Has Right to Bulgaria Citizenship." Human Rights Watch. February 2021.

LANGUAGE SKILLS

French (Advanced Proficiency)



Northeastern University School of Law Grading and Evaluation System

A global leader in experiential learning for over 50 years, Northeastern University School of Law ("<u>NUSL</u>") integrates academics with practical skills as its core educational philosophy. To fulfill NUSL graduation requirements, law students must earn at least 83 academic credits and complete at least three terms of full-time, law-related work through "co-op," our unique Cooperative Legal Education Program.

Consonant with the word "cooperative," NUSL cultivates an atmosphere of cooperation and mutual respect, exemplified in our course evaluation system. NUSL faculty provide detailed feedback to students through narrative evaluations, designed to prepare law students for the practice of law. The narrative evaluations examine law student written work product, contributions to class discussions, results of examinations, specific strengths and weaknesses, and overall engagement in the course. Faculty also award the student a grade in each course, using the following categories:

- High Honors
- Honors
- Pass
- Marginal Pass
- Fail

A small number of courses are evaluated using a Credit/No Credit evaluation system, instead of a grade. NUSL does not provide GPAs or class ranks.

NUSL transcripts include the following information:

- The course name, grade received, and number credits earned;
- The faculty's narrative evaluation for the course; and
- All co-ops completed, and the evaluations provided by the co-op employer.

"In progress" notations on a transcript indicate that a student has not yet received an evaluation from faculty for a particular course.

During the Spring 2020 semester, due to the COVID-19 pandemic, all courses were subject to mandatory "Credit" or "Fail" evaluations, except for year-long courses LAW 6160 and 6165.

Fall 2022 : Aj Jarrett - Fall 2022 Co-op (95154) (Mass. Attorney General's Office, Civil Rights Div. (Boston, MA))

EMPLOYER FINAL EVALUATION

Approve Yes

Requested On Mar 14, 2023 5:51 pm

Student Aj Jarrett

Date Employed From: September 6, 2022

Date Employed To: December 23, 2022

Address One Ashburton Place, Boston, MA 02108

Employer Name Mass. Attorney General's Office, Civil Rights Div. (Boston, MA)

1) Areas of law engaged in, and level of proficiency

AJ worked on several matters and projects that spanned different aspects of the CRD's work. This involved producing legal memoranda, conducting and memorializing fact research, participating in meetings between the CRD and investigation subjects, and working with the CRD's intake team.

Through their work, AJ dealt with issues such as: implementation of the Work and Family Mobility Act, fair use doctrine, involuntary administration of medication in correctional facilities, protection of a child's parentage through a voluntary acknowledgment of parentage, and legislation regarding trans youth participation in sports.

2) Skills demonstrated during the co-op

AJ excelled at legal research and writing. AJ's legal memoranda demonstrated a strong grasp of relevant legal authority. Their analyses were thorough and presented in clear language. They impressed us with their diligence and ability to efficiently complete research projects. Over the course of their internship, AJ improved their legal research skills, which were put to the test due to oftencountered scarcity in state decisional authority on the issues that come up in the CRD's work. AJ assisted with an amicus brief that the CRD filed before the Supreme Judicial Court, including by drafting a portion of the brief. AJ also performed well in their interactions and communications with members of the public who contacted the CRD about potential civil rights violations. They capably gathered relevant information from complainants for the CRD's evaluation.

3) Professionalism, work ethic, and

AJ set themselves apart from all other interns I have supervised in terms of their professionalism. They managed their time effectively and took care to communicate with colleagues when they anticipated needing to reorder their



responsiveness to feedback

assignments by priority. AJ's email communications were concise and invariably struck the right tone. They were attentive in meetings and took detailed notes, which they used to confirm their understanding of requests made of them by the CRD's staff. AJ's work ethic is very strong and they were able to balance multiple projects without missing deadlines or compromising the quality of their work. They invited feedback and had no difficulty incorporating feedback into their assignments. Overall, AJ showed a remarkable degree of self-possession and maturity.

4) Ability to work with colleagues and clients; ability to integrate knowledge from other disciplines

AJ was a pleasure to work with. They took initiative in contacting staff within and without the CRD to schedule coffee meetings. They were eager to get to know others in the Attorney General's Office and got along well with all the CRD's staff. AJ conducted their interactions with members of the public with professionalism and, importantly, empathy. In one instance, AJ helpfully identified for the CRD an opportunity to improve how it handles referrals in certain cases where members of the public identify concerns with law enforcement interactions.

5) Further details about the student's performance

AJ was an excellent legal intern and became a valued member of the CRD team. I found AJ to be personable, intelligent, and hard-working. They were eager to learn, take on work, and develop their legal skills. Their skills will be of great benefit for future legal internship placements and employers.

Submitted by: David Urena

Date submitted: March 14, 2023

Help Desk: 703-373-7040 (Hours: Mon-Fri. 9am-8pm EST)
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416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 25390

Course Title: LSSC Lawyering Fellow

Course ID: LAW 7931

Credits: 3

Term: Spring 2023 Law Semester

Instructor: Addison, Quisquella

Grade: High Honors

Course Description:

Assists LSSC faculty in all aspects of the first-year LSSC course. Working closely with a supervising faculty member, Lawyering Fellows provide critique and feedback on first-year students' written and oral work, create legal research plans, identify areas for field research, communicate with representatives from the partner organizations, and help to foster strong team dynamics and development.

Performance Highlights:

AJ Jarrett served as the Lawyering Fellow for Law Office (LO) 13 for my Legal Skills in Social Context course during the spring semester. In that capacity, AJ Jarrett helped coordinate and manage a social justice research project on behalf of the Massachusetts Law Reform Institute. Studentsresearched ABA Model Rule 8.4(g) to determine if it has been an effective tool for racial justice and to make a recommendation on its adoption in Massachusetts. The research culminated in a final deliverable and community presentation that included legal and policy recommendations.

AJ Jarrett's excellent work for LO 13 this spring demonstrates their great promise as an attorney dedicated to social justice. I greatly appreciated AJ Jarrett's professionalism, insightfulness, engagement and commitment to helping the students work successfully together on this group project. They went above and beyond in mentoring students and supporting students in every way they could. I was consistently impressed with AJ Jarrett's cultural humility, demonstrated by their ability to help lead challenging class discussions and provide sophisticated feedback on issues, such as non-neutrality of laws and social movement lawyering. They effectively coordinated and guided the efforts to develop the final written deliverable and community presentation. They worked closely with students to help shape a productive team dynamic. AJ Jarrett consistently demonstrated a strong work ethic and critical thinking skills. The students respected them and appreciated their ability to balance their dual role as peer and mentor. I feel very fortunate to have had the opportunity to work with AJ Jarrett this spring. They were a joy to work with and supervise.

Date: 5.30.2023 10:53AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 25390

Course Title: First Amendment

Course ID: LAW 7475

Credits: 3

Term: Spring 2023 Law Semester

Instructor: Miller, Jonathan Grade: High Honors

Course Description:

This course examines several rights protected by the First Amendment to the Constitution. The focus is on the principles and processes developed by the judiciary to protect various forms of speech, expression and association. The course does NOT deal with the free exercise of religion or the establishment clause. The course also focuses on integrating doctrine with the core values of the First Amendment as well as emphasizing the need for students to develop their own preferred approach to protecting free expression. The course does not, except tangentially, deal with other parts of the Bill of Rights.

Performance Highlights:

In this First Amendment course, students were evaluated based on their performance on an essay-based final examination as well as their participation in class discussions. In class, students were asked to present cases and analyze issues, both in large and small groups, on a regular basis. Students also developed an understanding of materials through mandatory practice questions and an ungraded mid-term examination.

In the course syllabus, three learning outcomes were identified as particularly important for assessing student performance in this course. The first was "Knowing and Understanding the Law." In respect to this learning outcome, AJ's exam and class participation showed a very strong knowledge and mastery of the substantive rules of the First Amendment. With respect to the second learning outcome, "Ability to Analyze, Reason and Solve Problems," in many instances, AJ was able to apply substantive knowledge of the rules to factual scenarios to advocate effectively for particular legal outcomes. AJ was also able to justify legal conclusions with a combination of facts and law effectively. On the third learning outcome, "Effective Communication," AJ demonstrated through the exam as well as through practice questions and a mid-term examination a strong ability to write clearly in the objective mode and persuasively in the advocacy mode.

Date: 5.28.2023 10:12PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 25390

Course Title: LSSC Lawyering Fellow Seminar

Course ID: LAW 7928

Credits: 1

Term: Spring 2023 Law Semester **Instructor:** Bloom, Elizabeth M.

Grade: High Honors

Course Description:

Offers additional support and training for students serving as Lawyering Fellows for the social justice component of the Legal Skills in Social Context (LSSC) class for first-year law students. Explores social justice topics covered in LSSC in greater depth. Offers students an opportunity to obtain training in the skills necessary to facilitate discussions of those topics. Examines theories of effective collaboration and group development and introduces techniques for fostering successful team dynamics. Provides guidance on how to engage in effective critique and feedback and how to supervise students in their project work.

Performance Highlights:

This was a one-credit class designed to support the work of students in their role as a Lawyering Fellow (LF) for the Legal Skills in Social Context course for first-year students, and AJ's performance was strong. An active participant in class discussions, AJ demonstrated a nuanced understanding of the systemic inequities created and reinforced by our legal system. AJ was also thoughtful about how best to facilitate first-year students' learning around these issues. AJ offered helpful insights – both in their discussion board posts and in class discussions – on creating an effective learning environment for students, cultivating a positive team dynamic, and managing conflict. AJ was consistently self-reflective in the role of a mentor and leader and it was clear that they excelled in the role of LF in the classroom.

Date: 5.24.2023 11:08AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 25390

Course Title: Professional Responsibility

Course ID: LAW 7443

Credits: 3

Term: Spring 2023 Law Semester

Instructor : Long, Alex
Grade: Honors

Course Description:

This course focuses on the legal, ethical and professional dilemmas encountered by lawyers. Emphasis is on justice as a product of the quality of life that society provides to people rather than merely the process that the legal system provides once a crime or breach of duty has occurred. The course also provides students with a working knowledge of the American Bar Association's Model Rules of Professional Conduct and the Code of Professional Responsibility as well as an understanding of the underlying issues and a perspective within which to evaluate them. In addition, the course examines the distribution of legal services to poor and non-poor clients.

Performance Highlights:

- Acquired a thorough overview of the rules of professional conduct, common law principles, and constitutional rules that regulate the conduct of lawyers.
- Wrote a well-written paper summarizing the ethical issues at play when advising clients about gender-affirming care.
- Made meaningful contributions to class discussions.
- Demonstrated understanding of ethics rules through completion of MPRE-type questions.

Date: 5.12.2023 6:13PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 25390

Course Title: Movement Lawyering

Course ID: LAW 7983

Credits: 2

Term: Spring 2023 Law Semester

Instructor :Sainath, RadhikaGrade:High Honors

Course Description:

Covers special topics in law. May be repeated without limit.

Performance Highlights:

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You successfully grappled with the difficult concepts of movement lawyering, from an intersectional perspective thinking through issues of gender and LGBTQ+ rights

- Your essay applied class discussions with readings on where lawyers failed and helped movements with your own experiences in the nonprofit world
- You comments in class greatly added to discussion and analysis, were thoughtful and incisive

•

Your essay demonstrated outstanding legal writing

This was an outstanding exam.

Date: 4.18.2023 2:19PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 24831

Course Title: Reflections on Lawyering

Course ID: LAW 7940

Credits: 1

Term: Fall 2022 Law Semester

Instructor: Yuille, Lua K.
Grade: Honors

Course Description:

Offers students an opportunity to reflect on their legal work experiences. Examines the roles of lawyers and the nature of legal work, drawing on assigned readings, lectures, and students' own experiences. Discusses the professional obligations of lawyers and identifies skills and knowledge needed for effective lawyering. Considers both how students' own legal careers may develop over time and how the legal profession itself may evolve.

Performance Highlights:

Diligently reflected on experience to understand and improve professional development.

Date: 2.3.2023 6:15PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 24831

Course Title: Independent Study

Course ID: LAW 7978

Credits: 2

Term: Fall 2022 Law Semester

Instructor: Waldman, Ari E.

Grade: High Honors

Course Description:

Any upper level student in good standing may engage in one or more independent study projects, totaling not more than three credits during an academic quarter and six credits during the two upper level years. A student wishing to conduct an independent study must secure the approval of a faculty member who agrees to supervise the project. Many students use independent studies to continue to examine a topic begun during co-op, or to extend the syllabus of a course. Students may also design projects which are not based in either course work or co-op, but in all cases a faculty sponsor must agree to the project. May be repeated for up to 6 total credits.

Performance Highlights:

Your knowledge of the material and research were invaluable. You showed great skill in conducting research, communicating ideas, and synthesizing material.

Date: 12.24.2022 1:26PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 14046

Course Title: Research Assistant

Course ID: LAW 7938

Credits: 2

Term: Summer 2022 Law Semester

Instructor: Waldman, Ari E.
Grade: High Honors

Course Description:

An upper level student in good standing may serve as a faculty Research Assistant. The student will work with a full-time faculty member on a supervised project relating to the faculty member's teaching or scholarly activities. The project will provide the student with supervised research and/or writing experience as well as an opportunity to engage in analytical discourse with the faculty member.

Performance Highlights:

Your knowledge of the material and research were invaluable. You showed great skill in conducting research, communicating ideas, and synthesizing material.

Date: 12.24.2022 1:25PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 14046

Course Title: Independent Study

Course ID: LAW 7978

Credits: 1

Term: Summer 2022 Law Semester

Instructor: Lindauer, Margo

Grade: Honors

Course Description:

Any upper level student in good standing may engage in one or more independent study projects, totaling not more than three credits during an academic quarter and six credits during the two upper level years. A student wishing to conduct an independent study must secure the approval of a faculty member who agrees to supervise the project. Many students use independent studies to continue to examine a topic begun during co-op, or to extend the syllabus of a course. Students may also design projects which are not based in either course work or co-op, but in all cases a faculty sponsor must agree to the project. May be repeated for up to 6 total credits.

Performance Highlights:

AJ's work in this independent study was built upon on the work done in the Legal Assistance to Victims Program, where first-year law students assist survivors of dating, domestic, and sexual violence. AJ participated in weekly 1:1 meetings and bi-weekly group discussions regarding substantive law, legal research, and drafting court documents.

AJ provided support services to seven clients, including: legal research on discrete areas of family law; legal referrals; referrals to social services agencies for housing and other needs; safety planning; tech facilitated abuse intervention and support; and case management. AJ assisted two clients with significant mental health needs to identify appropriate legal and medical resources to ensure their health, safety, and wellbeing. AJ also worked with two Spanish speaking clients via an interpreter or translation service.

Overall, AJ asked thoughtful questions in class and during supervision meetings. AJ often shared ideas and resources with classmates on complex legal issues that arose during case rounds.

Date: 10.29.2022 5:41PM

416 Huntington Avenue Boston, Massachusetts 02115

Student:Aj JarrettExam #:14046Course Title:EvidenceCourse ID:LAW 7332

Credits: 4

Term: Summer 2022 Law Semester

Instructor: Tumposky, Michael L.

Grade: Pass

Course Description:

This course examines how courtroom lawyers use the evidence rules to present their cases—notably, rules regarding relevance, hearsay, impeachment, character, and experts. The approach to the study of evidence will be primarily through the "problem" method—that is, applying the provisions of the Federal Rules of Evidence to concrete courtroom situations. Theoretical issues will be explored as a way to deepen the student's appreciation of how the evidence rules can and ought to be used in litigation.

Performance Highlights:

Your performance in the class was solid. You have a general understanding of the Rules of Evidence.

Thank you for your frequent class participation.

Date: 10.14.2022 8:07PM

416 Huntington Avenue Boston, Massachusetts 02115

Student:Aj JarrettExam #:14046Course Title:Family LawCourse ID:LAW 7333

Credits: 3

Term: Summer 2022 Law Semester

Instructor: Hale, Bruce
Grade: High Honors

Course Description:

This is a basic course in family law and family policy. The first half of the course explores state regulation of intimate relationships, asking what purposes marriage serves, and looking at the law of incest, polygamy and same sex marriage. The second half of the course examines practical problems in family law: cohabitants' rights; common law marriage; and the many issues relating to divorce, with a particular focus on money and children.

Performance Highlights:

Acquired an understanding of foundational family law concepts, from the origins of American family law through current trends

Discussed the intersection of family law with other areas of the law

Analyzed judicial opinions to understand the application of family law concepts

Performance on the midterm and final examinations was very strong

Made many valuable contributions to class discussions

Date: 9.22.2022 9:52PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 14046

Course Title: Legal Interviewing & Counselng

Course ID: LAW 7535

Credits: 3

Term: Summer 2022 Law Semester

Instructor : Drew, Melinda F.

Grade: High Honors

Course Description:

Students in this course will study the principles of interviewing and counseling, learning how to interview clients to identify their legal problems and to gather information on which solutions to those problems can be based. Students will also practice interviewing witnesses and students will be taught how to counsel clients—a process by which, having determined what the client's legal problems are, the lawyer helps clients make decisions by identifying potential strategies and solutions and their likely positive and negative consequences. Students will practice specific interviewing and counseling techniques and have the opportunity to receive feedback from classmates and the instructor.

Performance Highlights:

You were completely engaged in this class and you made insightful and useful comments throughout the course. You also raised excellent points that benefited the class as a whole.

You capably handled each practice hypothetical, using the facts well as a base for your interviews and counseling.

When you were in the client role you made sure to play the role of a concerned person seeing a lawyer for a legal problem, asking questions and not always giving full information when asked but requiring the lawyer to probe more deeply to get the important facts. This was helpful for your partner's development as an interviewer and legal counselor.

Your journal entries reflected your engagement with the course material. You asked many useful questions and discussed your reactions to the work we were doing.

In your final interview/counseling session involving a nurse who needed legal help to deal with the Board of Registration in Nursing when she was accused of diverting drugs from her hospital, you were prepared and able to advise the client on what her options were in dealing with the Board, criminal charges, ex-fiancé, or Board.

In addition, when we were working on interviewing reluctant witnesses you volunteered to take the role of a witness who saw a fight in a bar but did not want to be involved in the trial of one of the two men. Your reluctance to talk with the man's lawyer (i.e. your instructor) allowed me to demonstrate techniques for dealing with such witnesses and was very helpful to the class.

Date: 9.21.2022 4:13PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 14046

Course Title: Sexuality, Gender & the Law

Course ID: LAW 7488

Credits: 3

Term: Summer 2022 Law Semester

Instructor: Adler, Libby S.

Grade: Honors

Course Description:

This course uses case law and theory to address doctrinal problems and justice concerns associated with gender and sexuality. The syllabus is organized around notions such as privacy, identity and consent, all of which are conceptual pillars upon which arguments in the domain of sexuality and gender typically rely. Doctrinal topics include same-sex marriage, sodomy, sexual harassment, discrimination, among others, but the course is not a doctrinal survey; it is a critical inquiry into key concepts that cut across doctrinal areas. Students should expect to write a paper and share some of what they have learned with the class.

Performance Highlights:

You wrote a very strong paper about legal obstacles to BDSM. Your paper delved deeply into the concept of consent, drawing from a range of theoretical perspectives.

Date: 9.20.2022 10:41AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 13553

Course Title: LSSC: Research & Writing

Course ID: LAW 6165

Credits: 2

Term: Spring 2022 Law Semester **Instructor:** Meise, Alexandra A.

Grade: High Honors

Course Description:

Competent and effective legal research and writing skills are the foundation for students' success in law school and in their legal careers. In LSSC's Legal Analysis, Research and Writing component, students learn about the organization of the American legal system, the sources and construction of laws, and how the application of laws may vary with the specific factual situation. Students learn how to research the law to find applicable legal rules, how to analyze and apply those rules to a factual situation, and how to communicate their legal analysis clearly and concisely to different audiences.

Performance Highlights:

AJ performed very well in the in the skills component of the LSSC course. They demonstrated excellent research, writing and analytical skills, with the following highlights:

- successfully completed a series of memorandum assignments, beginning with objective writing in the fall
 and transitioning to persuasive writing during the spring semester;
- demonstrated marked improvement with each writing assignment, culminating with a persuasive memo on a trial motion;
- demonstrated a strong ability to find relevant authority and apply it in a legal analysis, and performed very well on in-class assessments;
- drafted an analysis in the final memo that was fully supported, persuasive, well-organized, and concise;
- demonstrated strong oral communication and advocacy skills;
- was professional and timely with all assignments; and
- was collaborative and receptive to feedback.

Simply put: AJ was one of the top performers in the course this year. They always seemed prepared, attentive, and receptive. Their status conference and oral argument presentations were some of the best three in the class.

It was a joy to have AJ as a student.

Date: 6.2.2022 10:03AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 13553

Course Title: Legal Skills in Social Context

Course ID: LAW 6160

Credits: 2

Term: Spring 2022 Law Semester Instructor: Meise, Alexandra A.

Grade: High Honors

Course Description:

The LSSC Social Justice component immediately applies students' legal research and writing skills in using law as a tool for social change. LSSC links students' pre-law school thinking with the new legal culture in which they find themselves. In the first semester, they begin by forging their own team lawyering dynamic in discussing assigned readings and in preparing, and presenting, several advocacy exercises and written assignments. In the second semester, students apply and consolidate their new legal research and writing skills in addressing an intensive real-life social justice project for a selected client organization. LSSC student teams develop their legal and cooperative problem-solving skills and knowledge while producing real client work of a quality that far exceeds the ordinary expectations of first-year law students. May be repeated once.

Performance Highlights:

Law Office (LO) 15 completed a project on behalf of Massachusetts Voter Table examining issues of voter and candidate access in Massachusetts and beyond. To that end, the LO interviewed multiple experts and other individuals working on the front lines of election and voting-rights policy making, law drafting, and law making, and working on redistricting processes, and produced a community-facing final written work product highlighting the students' research findings and their recommendations for legislative, policy, and advocacy actions to increase democratic participation in local government. MAVT and I were extremely pleased with the students' work product.

MAVT describes itself as an organization that "advances civic access, engagement, and representation to increase resources and power for people of color and working-class people toward achieving a multiracial democracy." Its work on issues of voter access and redistricting are well-known in the Commonwealth.

In preparation for preparing their report and making their community presentation of findings in the spring, the students undertook significant background research in the fall. The class was broken into four separate sub-groups, with each group doing extensive legal and policy research on one of the following subject areas: federal voting rights and election law; Massachusetts election and voting rights law and frameworks; candidate pipeline and voter access; and Census data and analysis.

With regard to the fall research, AJ was on the candidate pipeline and voter access research team. In the spring, AJ was on the team researching the role of civil society groups in redistricting processes and making recommendations for legislative and civil society advocacy. Their team's sections of the final report were the best written throughout the drafting process, to the point that I asked AJ and their team colleagues to assist other teams in advancing their work to the same level. AJ also formally served on the final report's editing team. This

team had the Herculean task of helping to make the work of 15 students sound like the work of one, and they accomplished this with aplomb.

AJ's ability to communicate complex concepts in terms digestible to non-legal audiences was on particularly clear display when they presented during our public-facing community presentation. Their effective use of visuals and balance between technical and approachable vocabulary made their portion of the presentation one of the most effective and memorable.

Lastly, I would like to note that AJ's colleagues were also effusive in their praise, emphasizing their collaborative working style and willingness to do behind-the-scenes work that needed to be done, and thanking them for their efforts to make sure others' voices were heard and considered throughout the project process.

If NUSL had a higher grade than HH, I would give it to AJ. AJ has a bright future and I expect they will be a dynamic attorney in every sense of the word.

Date: 6.2.2022 10:02AM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 13553

Course Title: Constitutional Law

Course ID: LAW 6101

Credits: 4

Term: Spring 2022 Law Semester

Instructor: Davis, Martha F.

Grade: Honors

Course Description:

Studies the techniques of constitutional interpretation and some of the principal themes of constitutional law: federalism, separation of powers, public vs. private spheres, equality theory and rights analysis. The first part of the course is about the powers of government. The second part is an in-depth analysis of the 14th Amendment.

Performance Highlights:

Highlights:

- Your exam makes very good use of facts to analyze a complex equal protection and due process problem.
- Your exam is well-written, and demonstrates a solid understanding of congressional power.
- You were a frequent participant in class discussions, offering insightful additions.

Date: 5.31.2022 3:46PM

416 Huntington Avenue Boston, Massachusetts 02115

Student:Aj JarrettExam #:13553Course Title:ContractsCourse ID:LAW 6102

Credits: 5

Term: Spring 2022 Law Semester

Instructor: Saito, Blaine G.

Grade: Honors

Course Description:

This course examines the legal concepts governing consensual and promissory relationships, with emphasis on the historical development and institutional implementation of contract theory, its relationship and continuing adaptation to the needs and practice of commerce, and its serviceability in a variety of non-commercial contexts. Topics covered include contract formation, the doctrine of consideration, remedies for breach of contracts, modification of contract rights resulting from such factors as fraud, mistake and unforeseen circumstances, and the modern adaptation of contract law to consumer problems. This course also introduces students to the analysis of a complex statute: the Uniform Commercial Code.

Performance Highlights:

Question 1

You did well on the issue of the statute of frauds, delegation, and economic waste. You also discussed the parol evidence rule.

Question 2

You did a good job on the issues of duress, the perfect tender rule, course of performance regarding the basil, the warrantee of merchantability, course of performance regarding the delivery location, and gap fillers. You also discussed UCC § 2-207 and damages.

Question 3

You did a good job discussing the major themes of the course. You had a thesis and a well-organized argument.

You participated well in class. I appreciated having you this spring.

Date: 5.31.2022 3:24PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 13553

Course Title: Criminal Justice
Course ID: LAW 6103

Credits: 4

Term: Spring 2022 Law Semester

Instructor: Medwed, Daniel S.

Grade: Honors

Course Description:

In this course, students are introduced to the fundamental principles that guide the development, interpretation and analysis of the law of crimes. They are also exposed to the statutory texts—primarily the Model Penal Code, but also state statutes. In addition, students are introduced to the rules and principles used to apportion blame and responsibility in the criminal justice system. Finally, students examine the limits and potential of law as an instrument of social control.

Performance Highlights:

This course had four primary goals. I hoped to (1) provide instruction regarding the substantive law of crimes in the United States, namely, the creation, definition and analysis of offenses and defenses; (2) introduce you to some of the major constitutional principles of criminal procedure; (3) develop skills related to statutory interpretation and fact analysis; and (4) give you a sense of how the criminal justice system operates in practice. My aim for the final examination was to test your ability to spot legal issues and apply legal doctrine to several complicated fact scenarios. Specifically, I sought to evaluate your familiarity with and understanding of the Model Penal Code (MPC), laws in non-MPC jurisdictions and general principles of constitutional criminal procedure related to the Fourth and Fifth Amendments.

Highlights

- You effectively utilized case law to support your analysis on the final examination
- You did a solid job of organizing your final exam answers
- In terms of substance, you demonstrated a strong command of the different homicide categories as well as the "two-step" police interrogation tactic under the Fifth Amendment
- You made excellent contributions to class discussion

Date: 5.31.2022 2:33PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 12979

Course Title: LSSC: Research & Writing

Course ID: LAW 6165

Credits: 2

Term: Fall 2021 Law Semester **Instructor:** Meise, Alexandra A.

Grade: High Honors

Course Description:

Competent and effective legal research and writing skills are the foundation for students' success in law school and in their legal careers. In LSSC's Legal Analysis, Research and Writing component, students learn about the organization of the American legal system, the sources and construction of laws, and how the application of laws may vary with the specific factual situation. Students learn how to research the law to find applicable legal rules, how to analyze and apply those rules to a factual situation, and how to communicate their legal analysis clearly and concisely to different audiences.

Performance Highlights:

LSSC: Research & Writing is a year-long course. Please refer to the Spring 2022 semester for the final evaluation.

Date: 6.2.2022 3:43PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 12979

Course Title: Legal Skills in Social Context

Course ID: LAW 6160

Credits: 2

Term: Fall 2021 Law Semester **Instructor:** Meise, Alexandra A.

Grade: High Honors

Course Description:

The LSSC Social Justice component immediately applies students' legal research and writing skills in using law as a tool for social change. LSSC links students' pre-law school thinking with the new legal culture in which they find themselves. In the first semester, they begin by forging their own team lawyering dynamic in discussing assigned readings and in preparing, and presenting, several advocacy exercises and written assignments. In the second semester, students apply and consolidate their new legal research and writing skills in addressing an intensive real-life social justice project for a selected client organization. LSSC student teams develop their legal and cooperative problem-solving skills and knowledge while producing real client work of a quality that far exceeds the ordinary expectations of first-year law students. May be repeated once.

Performance Highlights:

Legal Skills in Social Context is a year-long course. Please refer to the Spring 2022 semester for the final evaluation.

Date: 6.2.2022 3:42PM

416 Huntington Avenue Boston, Massachusetts 02115

Student:Aj JarrettExam #:12979Course Title:PropertyCourse ID:LAW 6105

Credits: 4

Term: Fall 2021 Law Semester

Instructor: Swanson, Kara

Grade: Pass

Course Description:

This course covers the major doctrines in American property law, including trespass, servitudes, estates in land and future interests, landlord-tenant relationships, nuisance, and takings. Students are introduced to rules, policies, and current controversies.

Performance Highlights:

Demonstrated ability to understand and explain property law, using case law and statutes.

Demonstrated ability to identify issues in complicated fact patterns.

Demonstrated ability to analyze legal issues and predict or advocate for outcome.

Made thoughtful contributions to class discussions.

Date: 1.20.2022 6:34PM

416 Huntington Avenue Boston, Massachusetts 02115

Student: Aj Jarrett Exam #: 12979

Course Title: Civil Procedure
Course ID: LAW 6100

Credits: 5

Term: Fall 2021 Law Semester
Instructor: Daynard, Richard

Grade: Pass

Course Description:

Introduces students to the procedural rules that courts in the United States use to handle noncriminal disputes. Designed to provide a working knowledge of the Federal Rules of Civil Procedure and typical state rules, along with an introduction to federalism, statutory analysis, advocacy, and methods of dispute resolution.

Performance Highlights:

AJ Jarrett's exam accurately resolved most of the issues presented.

Date: 1.20.2022 6:33PM

416 Huntington Avenue Boston, Massachusetts 02115

Student:Aj JarrettExam #:12979Course Title:TortsCourse ID:LAW 6106

Credits: 4

Term: Fall 2021 Law Semester

Instructor: Simon, David A.

Grade: Honors

Course Description:

This course introduces students to theories of liability and the primary doctrines limiting liability, which are studied both doctrinally and in historical and social context. The course includes a brief consideration of civil remedies for intentional harms, but mainly focuses on the problem of accidental injury to persons and property. It also provides an introductory look at alternative systems for controlling risk and allocating the cost of accidents in advanced industrial societies.

Performance Highlights:

- Demonstrated strong ability to use analogical reasoning, drawing on case law and legal rules; and to make arguments, justify them, and draw conclusions.
- Demonstrated strong ability to explain and analyze tort law principles, doctrines, and policies.
- Demonstrated strong ability to organize and answer and analyze a complicated fact pattern.
- Contributed to class discussion.

Date: 1.20.2022 6:31PM

Student 1495681 Jarrett, Anjelica (AJ)

Class 2017

Course/Section and Title	Grade	Credits	Term
FREN-311DN 01 The Detective Novel in France	Α	4.00	2017/SP
H.CSI-0222 01 Race & the Queer Politics	A+	4.00	2017/SP
IR-395 01 Independent Study	Α	4.00	2017/SP
FREN-331FR 01 Childhood/French Fict. & Film	Α-	4.00	2016/FA
IR-395 01 Independent Study	Α	4.00	2016/FA
STAT-140 01 Intro Ideas/Applic Statistics	CR	4.00	2016/FA
Advanced Phonetics		3.20	2016/SP
Comparative French Lit		3.20	2016/SP
Contemp Issues in Sociology		3.20	2016/SP
French Lang: Writing		3.20	2016/SP
Political Science		3.20	2016/SP
COLL-211 01 Reflecting: Intern./Research	Α	2.00	2015/FA
FREN-311HD 01 Life/Letters Interwar France	A-	4.00	2015/FA
LATST-250RP 01 Race, Racism, and Power	Α	4.00	2015/FA
POLIT-233 02 Intro to Feminist Theory	Α	4.00	2015/FA
POLIT-327 01 Transitional Justice	Α	4.00	2015/FA
Core Seminar		3.00	2015/SU
Practical Counterinsurgency		3.00	2015/SU
ECON-213 01 Economic Development	Α	4.00	2015/SP
FREN-341PA 01 Paris Dans l'Imagin. Africain	Α-	4.00	2015/SP

IR-200 01 Research Methods	Α	4.00	2015/SP
IR-321 01 Culture and Social Movements	Α	4.00	2015/SP
PE-126 01 Pilates	S1	0.00	2015/SP
PE-212 02 Intermediate Yoga	S1	0.00	2014/FA
ECON-110 02 Introductory Economics	Α	4.00	2014/FA
FREN-230 01 Civilization of France	Α	4.00	2014/FA
GEOG-105 01 World Regional Geography	Α	4.00	2014/FA
IR-362 01 European Politics	Α	4.00	2014/FA
MUSIC-155A 01 Big Band Jazz	Α	1.00	2014/FA
FREN-215 02 Intro to Lit & Culture	A-	4.00	2014/SP
GEOL-101 01 Environmental Geology	Α	4.00	2014/SP
HIST-151 01 Modern & Contemp Europe Civ	Α	4.00	2014/SP
MUSIC-155A 01 Big Band Jazz	Α	1.00	2014/SP
PE-112 04 Beginning Yoga (Hatha)	S1	0.00	2014/SP
POLIT-116 02 World Politics	Α	4.00	2014/SP
ANTHR-105 02 Intro to Cultural Anthropology	Α	4.00	2013/FA
ASTR-100 01 Survey of the Universe	Α	4.00	2013/FA
CLASS-212 01 Greek Tragedy,Amer Drama,Filr	nA	4.00	2013/FA
FREN-203 03 Advanced Intermediate French	Α	4.00	2013/FA
MUSIC-155A 01 Big Band Jazz	Α	1.00	2013/FA
PE-441 02 Crew Team (novice)	S1	0.00	2013/FA
AP English Lang & Composition		4.00	
AP French Language		4.00	

Honors

11/2015 Sarah Williston Scholar

05/2016 Xi Chapter Sigma Iota Rho

05/2017 International Book Prizes

05/2017 Sylvia S. Hubbell '39 Book Prz

05/2017 Xi Chapter Sigma Iota Rho

05/2017 Phi Beta Kappa

05/2017 Mary Lyon Scholar

Total Earned Credits 139.00

Total Grade Points 414.72

Cumulative GPA 3.950



June 10, 2023

To Whom It May Concern,

I am writing to enthusiastically recommend AJ Jarrett for a clerkship in your chambers. AJ's attention to detail, natural intellectual curiosity, thoroughness, impressive work ethic, professionalism, team-mentality, and passion for the law would make them a valuable asset to your chambers.

I am an associate teaching professor at Northeastern University School of Law (NUSL), where I teach in the Legal Skills in Social Context (LSSC) program. LSSC consists of two courses: a legal research and writing "Skills" course and a smaller "Law Office" experiential course. In the former, students learn how to research the law to find applicable legal rules, how to analyze and apply those rules, and how to communicate their legal analysis clearly and concisely to different audiences. In the latter, students work on a project for a partner organization applying their burgeoning legal skills to address a pressing social justice issue. AJ was a student in both of my LSSC courses for the full 2021-22 academic year and was a top performer in both.

AJ was always prepared, attentive, open, and collaborative. Over the course of the year, they wrote several objective and persuasive memos and participated in multiple oral advocacy exercises, including a mock status conference and an oral argument on a motion to dismiss inculpatory statements in a criminal matter. Their questions and contributions to class discussions made those discussions better. They demonstrated excellent research, writing, and analytical skills, with a strong ability to find relevant authority and communicate arguments that were legally sound, persuasive, well-organized, and concise.

In Law Office, our class project addressed voting rights, candidate pipelines, and municipal-level redistricting in Massachusetts. AJ was highly participatory and energetic from day one, volunteering to work on the portion of the project addressing the role of civil society groups in redistricting processes and making recommendations for legislative and civil society advocacy. In particular, they spearheaded the part of the work-product and public presentation that focused on barriers facing LGBTQ, BIPOC, and women political candidates. AJ is passionate about representation in the judicial system and gave 110% of their effort to their part of the project and in helping other students' portions across finish line. I am confident AJ will be a similarly dedicated team member in your chambers and will produce reliable, thorough, and timely work product.

Outside of class, AJ went above-and-beyond their classmates to stretch themselves and grow academically and professionally, seeking out new opportunities to learn and improve. Their

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demonstrated great attention to detail and their active solicitation and implementation of feedback are just two reasons why I am confident they will make an excellent law clerk and will have a long and successful career in litigation and advocacy.

In addition, AJ is a consummate team player who is very effective at leading their colleagues by example. When I polled my classes and asked them to identify colleagues whose course contributions—especially those behind the scenes—deserved particular "shout-outs," they were universally effusive in their praise of AJ, emphasizing their collaborative working style, willingness to do behind-the-scenes work that needed to be done, and thanking them for their efforts to make sure others' voices were heard, considered, and reflected in the classroom and in the written work-product. If NUSL had a higher grade than High Honors, I would have given it to AJ.

AJ has a bright future in law, policy, and advocacy. I expect they will be a dynamic attorney in every sense of the word. I highly recommend them for this clerkship.

Please do not hesitate to contact me at the phone number or email address below with any questions you have about AJ's application.

Respectfully Submitted,

Alexandra A.K. Meise

Associate Teaching Professor

Northeastern University School of Law

luxande & k heise

416 Huntington Ave Boston, MA 02115

Ph: 617-373-6878

Email: a.meise@northeastern.edu

June 13, 2023

The Honorable Denny Chin Thurgood Marshall United States Courthouse 40 Centre Street, Room 2003 New York, NY 10007-1501

Dear Judge Chin:

I write to wholeheartedly endorse AJ Jarrett for a clerkship in your chambers. I have worked closely with AJ over the past 12 months on the creation of an edited volume for Cambridge University Press. Based on my experience with them, I am confident that they will make an outstanding law clerk. AJ is a rare talent. I encourage you to give their application a close look.

First, I would like to share a bit about my background to provide context on my insights and support of AJ. After graduating with a bachelor's degree in theater from Northwestern University, I worked professionally in theater and film before earning a J.D. from Northeastern University School of Law (NUSL) in Boston. I then completed a post-graduate clerkship at the U.S. Court of Appeals for the First Circuit, followed by 13 years at the global law firm Bingham McCutchen LLP, originally as an employment litigator and ultimately serving as the firm-wide director of attorney development. In 2013, I joined NUSL to direct and staff the first legal design and innovation laboratory at a U.S. law school – the NuLawLab (www.nulawlab.org). It is in my role here at NUSL that I got to know AJ in the past year of their law school experience.

I have supervised AJ for the full 2022-2023 academic year at the NuLawLab in which they are the senior copyeditor for the Lab's forthcoming book on the intersections between design, innovation, and the legal field. AJ has been an indispensable member of the team, demonstrating impeccable knowledge of citation formatting, grammar, sentence structure, and overall flow of language. Our authors have learned that edits suggested by AJ are best accepted. AJ also developed an organized workflow for the entire team to follow. AJ's reliability, attention to detail, and collegiality will make them an excellent law clerk. They have been supremely valuable and dependable on a huge and very important project for my lab – a true valued teammate among a group of heavy hitters within academia.

Because I've established a deep affinity for AJ over this past year, we've gotten to know each other well outside of the four corners of my supervision of the copyediting work. I've learned that, even prior to law school, AJ had a formidable reputation for reliability and attention to detail. Before enrolling at NUSL they worked as a senior coordinator at Human Rights Watch for multiple years where they drafted, proofed, and published news releases and reports on human rights abuses under multiple conflicting deadlines. Several months after leaving their job at HRW to start law school, they were approached by Outright International – an LGBTQ+ rights nongovernmental organization – to consult on and copyedit their reports. At some point in the conversations during which I learned all of this, I asked AJ why they enjoyed what others might consider the very tedious task of copyediting. They said they had a passion for copyediting and felt that the attention to detail that they contributed was essential to getting important substance communicated with accuracy and persuasiveness.

I have been an appellate law clerk, spent 13 years working in a large, global law firm, and have successfully launched the first law school innovation laboratory. I know what it takes to deliver sustained and consistent excellence. Based on my experience with AJ, they will do an outstanding job as your law clerk. They have the raw talent to successfully perform the most demanding legal jobs.

Please let me know if you have any questions.



April 18, 2023

Dear Judge:

I write to endorse the application of AJ Jarrett for a clerkship. AJ was my student in a course on Sexuality, Gender, & the Law and also served as my research assistant. They have terrific legal skills and an unflagging dedication to working for justice for LGBTQ constituencies. I am delighted to support their candidacy.

I met AJ before they started law school at an admitted students event. They had already identified me as the law school resource on lgbtq issues and sought me out. I remember being impressed by the work AJ had done. They were at the time serving as the Senior Coordinator for the LGBT Rights Program at Human Rights Watch, having been elevated to that position only two years out of college.

In law school, AJ has earned a preponderance of Honors and High Honors in their courses. Throughout their transcript, instructors comment repeatedly on AJ's excellent research, writing, and analytical skills. Moreover, AJ has not wavered from their professional objectives. They have sought internship opportunities with LGBTQ and civil rights organizations, taken courses that further their knowledge in the area, and sought to develop the skills necessary to maximize their contribution. In addition to their required academic work, AJ has also continuously served as a consultant to Outright Action International during law school.

For my seminar in Sexuality, Gender, & the Law, AJ wrote a very strong paper on the complexities of consent in the context of marginalized sexual cultures. AJ is now part of the first cohort of JD students earning a certificate in Women's, Gender, and Sexuality Studies, requiring him to take two classes outside of the law school to gain knowledge of cognate areas, such as sociology, health, or criminology as they affect the relevant constituencies.

Last year, AJ worked as a research assistant to me on an article regarding legal progress for gays and lesbians in Cuba and also assisted my former colleague Professor Ari Waldman with his research on government required gender markers for trans and non-binary people. AJ's work for me, locating and vetting source material, was first-rate.

In short, AJ brings excellent legal skills, a strong academic record, and an admirable degree of initiative that I can only imagine is born of their clarity of ambition. Please feel free to contact me for further information.

Sincerely,

Libby Adler

Professor of Law and Women's, Gender, & Sexuality Studies

Northeastern University

I.adler@northeastern.edu

617-373-7513

AJ JARRETT

Pronouns: They/Them/Theirs • 822 St. Johns Pl. #3R, Brooklyn NY 11216 • jarrett.an@northeastern.edu • (413) 441-5518

WRITING SAMPLE

This writing sample is an excerpt from a brief written for a legal writing and research course. The brief is a legal analysis of whether a client's actions constitute disorderly conduct under Massachusetts law.

MEMORANDUM

To: Professor Meise **From:** AJ Jarrett

Date: December 7, 2021

Re: Open Memo: Disorderly Conduct

Question Presented

Under Massachusetts law, is Matthew liable for disorderly conduct when his actions involved yelling and arm flailing toward a police officer and onlookers while on his private property?

Brief Answer

No. It is not likely that Matthew's actions satisfy the elements of disorderly conduct under Massachusetts law. Conduct is disorderly if it takes place in public and is either (a) fighting, threatening, violent, or tumultuous; or (b) physically offensive and hazardous. Although Matthew's actions took place in public due to onlookers being affected by his behavior, arm flailing and yelling do not satisfy (a) or (b) as described above. Therefore, it is not likely that Matthew's actions rise to the level of disorderly conduct in Massachusetts.

Discussion

It is not likely that Matthew's actions satisfy the elements of disorderly conduct in Massachusetts. Matthew's behavior involved not readily cooperating with the responding officer's orders; noisily accusing the officer of being a racist; making loud exclamations; and flailing his arms, all in view of the public. While Matthew was lawfully on his own property for the duration of the incident, his behavior was public because it drew the attention of not only police officers, but also at least seven bystanders in the neighborhood. Flailing arms, being loud, and interacting with a police officer, however, do not rise to tumultuous, offensive, or hazardous conduct. *Nuon v. City of Lowell*, 768 F. Supp. 2d 323, 332 (D. Mass. 2011). Therefore, although Matthew's conduct did take place in public, it is unlikely it would be found disorderly. *Id*.

To satisfy a cause of action for disorderly conduct, the incident must take place in public and the actions must either be (a) fighting, threatening, violent, or tumultuous; or (b) physically offensive and hazardous. *Commonwealth v. Accime*, 476 Mass. 469, 473 (2017); *Commonwealth v. Sholley*, 432 Mass. 72, 739, 728 (2000); *Commonwealth v. Peace Chou*, 433 Mass. 229, 232 (2001). Massachusetts has a statute criminalizing disorderly conduct, but courts have chosen to use the Model Penal Code to interpret and apply the statute. Mass. Ann. Laws ch. 272, § 53; Model Penal Code § 250.2. Massachusetts does not recognize "unreasonable noise" or "abusive language" as disorderly conduct because considering these factors may unconstitutionally infringe on free speech rights. *Sholley*, 739 N.E.2d at 727.

A. Matthew's behavior satisfies the public element of disorderly conduct because it affected onlookers other than police officers.

Matthew's actions, including yelling and arm flailing, attracted bystanders' attention from the street outside his private residence and thus satisfy the public element of disorderly conduct. "Public" is defined as "affecting or likely to affect persons in a place to which the public or a substantial group has access." *Accime*, 68 N.E.3d at 475. Such public places include but are not limited to a highway, court house, residential neighborhood, and private property. *See*, *e.g.*, *Commonwealth v. Bosk*, 29 Mass. App. Ct. 904, 906 (1990); *Sholley*, 739 N.E.2d at 729; *Commonwealth v. Ramos*, No. 12-P-1082, 2013 Mass. App. Unpub. LEXIS 831, 2 (Mass. App. Ct. 2013). Police officers are not considered members of the public due to the nature of their occupations and regularity in which they encounter people in distress; therefore, behavior directed at officers only becomes public when non-officers are also impacted. *See*, *e.g.*, *Accime*, 68 N.E.3d at 477; *Nuon*, 768 F. Supp. 2d at 333.

That Matthew's actions occurred on the threshold of his private residence and on his front porch is not determinative of whether the public element of disorderly conduct was satisfied

because non-officers were impacted by his behavior. In *Commonwealth v. Mulvey*, Mulvey was on his mother's private property when officers attempted to serve him a restraining order. *Commonwealth v. Mulvey*, 57 Mass. App. Ct. 579, 579 (2003). Mulvey's shouting, pacing, and bumping into an officer took place 30 to 50 feet away from the main road, which was also hidden by an opaque fence. *Id.* at 580, 583, 584. Mulvey was acquitted on disorderly conduct charges because the court concluded there were no members of the public around who could have reasonably heard or seen the incident. *Id.* at 584. Similarly, in *Nuon v. City of Lowell*, Nuon was on private property in a non-residential neighborhood at night when he yelled at a police officer and flailed his arms. *Nuon*, 768 F. Supp. 2d at 332. Nuon's actions did not satisfy the public element of disorderly conduct because there was no one around to note the disturbance other than the officer. *Id.* at 332, 333.

Matthew's conduct, as in *Mulvey* and *Nuon*, occurred on his own property; however, unlike in these two cases, Matthew's conduct directly affected the public and not just the responding officers. *Mulvey*, 784 N.E.2d at 579; *Nuon*, 768 F. Supp. 2d at 333. The public element of Matthew's case is more closely matched by the facts in *Commonwealth v. Ramos*, in which Ramos screamed, yelled, and flailed his arms on a front lawn and sidewalk of a residential area in Dorchester. *Ramos*, 991 N.E.2d at 5. The public was affected because his fifteen-minute "commotion" could have been seen and overheard by numerous neighbors and nearby drivers; furthermore, several bystanders joined the responding officers in imploring Ramos to calm down. *Id.* Ramos did not stop his tumultuous conduct, and "recklessly created a risk that his actions would inconvenience, annoy, or alarm the neighbors." *Id.* While Ramos' case differs from Matthew's in that his behavior was both tumultuous and threatening, it is similar in that bystanders were directly

affected and gathered to witness the incident. *Id.* at 2. Thus, the public element of disorderly conduct is likely sufficiently satisfied.

Matthew's behavior toward the officer caused seven bystanders in the neighborhood who were not officers to "[look] in the direction of Matthew" and "stop and [take] notice while appearing surprised and alarmed." Police reports point to Matthew even directly addressing members of the public who were witnessing the incident by exclaiming, "THIS IS WHAT HAPPENS TO BLACK MEN IN AMERICA" [emphasis in fact pattern]. Unlike in *Nuon* in which defendant's conduct transpired at night with no member of the public around to reasonably be impacted by his behavior, Matthew's conduct took place at 12:44pm on a Sunday in July in Cambridge. *Nuon*, 768 F. Supp. 2d at 333. The public is reasonably likely to have access to the area at this time and in this locale. *Accime*, 68 N.E.3d at 474.

Matthew's conduct affected not only the responding officers but also a group of at least seven onlookers that he directly addressed. His conduct is likely to satisfy the public element of disorderly conduct because members of the public were affected by his behavior.

B. Matthew's loud exclamations, accusations of the police officer being a racist, and arm flailing do not constitute fighting, threatening, violent, or tumultuous behavior.

Matthew flailing his arms, yelling, and accusing the police officer of being a racist does not satisfy the fighting, threatening, violent, or tumultuous behavior factors of this element of disorderly conduct. While Matthew was yelling, noise alone is not enough to satisfy a disorderly conduct claim; conduct needs to involve acts other than speech. See *Nuon*, 768 F. Supp. 2d at 331 (in which defendant's actions of intermittent arm waving and noise were found not to be disorderly). However, if the noise generated is far greater than what is generally expected in the locale and if the yelling threatens to lead to a dangerous situation, then this element may be satisfied. *Sholley*, 739 N.E.2d at 725, 726. For example, conduct has been found to be threatening

when speech could reasonably be construed to lead to actions that might put somebody in danger. *See*, *e.g.*, *Peace Chou*, 741 N.E.2d at 234, 235; *Sholley*, 739 N.E.2d at 724.

Actions have been found to satisfy the threatening or tumultuous factors of this element of disorderly conduct when direct threats are made to peoples' well-being and if the overall incident is beyond the day-to-day "hurly-burly" of the locale. *Sholley*, 739 N.E.2d at 729. In *Commonwealth v. Sholley*, Sholley's conduct was found to sufficiently satisfy the threatening and tumultuous factors because he directly threatened people and disturbed the day-to-day environment of the court house. *Id.* Sholley screamed, ran around the court house for two to three minutes, and directly threatened the safety of the public and a district attorney and shouted, "This means war! There's going to be bloodshed all over the streets!" and "Watch out, counselor" all while "inches" from the district attorney. *Id.* at 723, 724. The court concluded Sholley's running and screaming went "far beyond the level of noise and commotion ordinarily encountered in a court house." *Id.* at 729. Similarly, in *Commonwealth v. Peace Chou*, the court concluded that the defendant's posting of "missing person" flyers around a high school portraying a young woman's face with offensive sexual phrases was found to directly threaten the young woman and impacted the public beyond what is to be reasonably expected in a high school. *Peace Chou*, 741 N.E.2d at 235.

Matthew's behavior was also benign compared to that in *Commonwealth v. Sinai*. That court found fighting and tumultuous behavior where defendant refused to pay a parking fee at a public beach and shouted slurs, attempted to punch an officer, and even had to be forcibly removed from his car by officers, all while causing a backup of cars that slowly passed by in curiosity. *Commonwealth v. Sinai*, 47 Mass. App. Ct. 544, 545 (1999). The *Sinai* court also emphasized that to satisfy disorderly conduct, it is enough for someone to engage in fighting and tumultuous

behavior and counsel does not need to prove that the actions served no legitimate purpose. *Id.* at 547. Here, Matthew's actions of yelling and flailing his arms do not rise to the requisite level of tumultuous, violent, threatening, or fighting behavior, so there is no need to question whether there was a legitimate purpose.

Matthew's behavior consisted of flailing his arms; repeatedly asking for the responding officer's name; loudly accusing the officer of being a racist for questioning his belonging in his own home; saying that the officer did not know who he was "messing" with; and other benign exclamations. None of these actions are overtly imminent threats. Rather, Matthew's speech consisted of requests—albeit noisy—for basic information; challenges to his arrest; and consisted of vague exclamations of annoyance and irritation. *See, e.g., Nuon,* 768 F. Supp. 2d at 332. While the officer states that the public was surprised and alarmed at the conduct, such noise on the street is a common occurrence in a major town such as Cambridge, especially at 12:44pm on a Sunday. It is not stated that any member of the public was caused to abandon their duties due to Matthew's conduct; rather, it appears that the several citizens merely happened to be passing by and only took note of the incident. As Matthew did not make any imminent threats to the public's well-being and it was in the afternoon in a public neighborhood where noise can be anticipated, it is unlikely that his actions can be characterized as threatening, fighting, violent, or tumultuous.

C. Matthew's actions were not a physically offensive and a hazardous condition because no one was in danger.

Matthew's conduct of yelling and flailing his arms also does not constitute a hazardous and physically offensive condition. *See, e.g., Nuon,* 768 F. Supp. 2d at 332, 333; *Accime,* 68 N.E.3d at 477. In *Commonwealth v. Bosk*, however, Bosk was speeding on a highway and became belligerent when pulled over by a police officer. *Bosk,* 556 N.E.2d at 906. Bosk stood in the traffic lane in the dark, and vehicles passing by had to move into the other lane. *Id.* He refused to go back to his car

and was subsequently arrested. *Id.* The court concluded his actions risked his own and others' safety. *Id.* at 907. Matthew is physically disabled, and according to the officer's report, Matthew stated that he would fall without his cane. It is likely that Matthew's disability minimizes his capacity to physically harm someone, unlike in *Sinai* in which the defendant attempted to punch a responding officer. *Sinai*, 714 N.E.2d at 545. Matthew's yelling, arm flailing, and speech were not nearly so extreme and thus is unlikely to be construed as hazardous and physically offensive. *See*, *e.g.*, *Nuon*, 768 F. Supp. 2d at 331.

While Matthew's conduct can reasonably be considered to take place in public because people other than police officers were affected by his actions, his conduct was not fighting, threatening, violent, or tumultuous, and he did not create a hazardous and physically offensive condition. Therefore, because his conduct does not satisfy either of these latter two elements in addition to taking place in public, it is likely that Matthew's behavior does not qualify as disorderly conduct in Massachusetts.

Conclusion

It is not likely that Matthew's actions rise to the level of disorderly conduct in Massachusetts. Although Matthew's actions took place on his private property, his behavior affected the public due to the crowd of at least seven onlookers that gathered along with the police. Satisfying the public element of disorderly conduct alone, however, is not enough to be liable for disorderly conduct. Matthew's actions of yelling at the police officer and bystanders and flailing his arms are not likely to also satisfy either the (a) fighting, threatening, violent, or tumultuous; or (b) physically offensive and hazardous elements of disorderly conduct. Accordingly, it is not likely that Matthew's behavior constitutes disorderly conduct in Massachusetts.

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Journal(s) **Duke Law Journal**

Moot Court Experience No

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This applicant has certified that all data entered in this profile and any application documents are true and correct.

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The Honorable Judge Denny Chin United States Appellate Court for the Second Circuit 40 Foley Square New York, NY 10007

Dear Judge Chin:

I am writing to express my strong interest in clerking for you for the 2024-25 term or any term thereafter. I can think of no better way to start my legal career than to work under a respected judge in one the most exciting federal appellate court in the country. I expect to receive my J.D. from Duke Law School in May 2024 and am available to clerk after graduation.

The skills I learned in my first career as a broadcast journalist have transferred well to law school and would provide a strong foundation for my work as a law clerk. I have years of experience working on tight deadlines, collaborating with others, and communicating complex information in a digestible way. I have written and published two books, and my experience as a nonfiction author has helped prepare me more specifically for an appellate clerkship. These projects involved meticulous research and an in-depth treatment of individual topics. My work as a *Duke Law Journal* Research Editor has further refined my ability to thoughtfully research and write in-depth legal pieces.

I applied many of these skills last summer while working at the Duke Wrongful Convictions Clinic. In this position I wrote several briefs. One of my briefs earned our client's estate the statutory maximum for wrongful conviction compensation in a case of first impression.

I also have experience with academic research. I worked under Professor Sam Buell, looking into white-collar criminal prosecutions in the wakes of the mortgage-backed securities, LIBOR, and Forex crises.

Attached please find my resume, Duke Law transcript, writing sample, and letters of recommendation from Professors Joseph Blocher, Brandon Garrett, Sam Buell, and Sarah Baker. I am happy to provide any additional information. I thank you for your consideration.

Best,

Jacob Kornhauser Duke Law '24 J.D. Candidate